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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by selected colleges in response to specific questions raised by the board. This report provides the results of individual qualitative evaluations of 44 programs throughout the community college system, as well as the results of a statewide evaluation of associate degree nursing programs. First, the nursing program evaluation is presented, including descriptive information on the programs offered at 14 of the 17 Maryland community colleges, an analysis of trends in enrollments and student characteristics, program performance data, the results of evaluations conducted by the colleges, and recommendations for student recruitment and program articulation. The next section contains evaluation reports for 44 programs identified as having specific problems (e.g., declining enrollments, low transfer rates, low job placement levels, high costs, inadequate student follow-up, or declining degree awards). Each evaluation report includes the name of the college, the program, and the level of award; responses to questions posed by the board concerning factors accounting for the problem, graduate placement and employer follow-up, and program quality; actions planned by the college to remedy the problems; and board recommendations. (MDB)

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the State Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the State Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality and the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first decade of the evaluation system, 475 programs were evaluated. Many programs were improved, 87 programs were discontinued, and 18 programs are currently inactive.

In July 1987, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of 44 programs throughout the community college system. Also included are the results of a statewide evaluation of associate degree nursing programs. In most cases the efforts of the colleges went beyond the questions raised by the State Board. Full credit should go to Maryland community colleges for their efforts. The community college Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1988.

James D. Tschechtelin
Executive Director

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PROGRAMS DESIGNATED FOR QUALITATIVE EVALUATION - 1987:

<u>College</u> <u>Program</u>	<u>HEGIS</u> <u>Code</u>		
<u>Allegany</u>			
Nursing, Practical.	5209-01		15
Automotive Technology (Statewide)	5306-01		19
<u>Anne Arundel</u>			
Human Services.	5216-01		25
Designing and Drafting Technology	5303-01		29
<u>Baltimore</u>			
Banking and Finance	5003-01		31
Nursing, Registered	5208-01		33
Medical Records Technology.	5213-01		39
Construction Technology	5317-01		41
Heating, Air Conditioning, and Refrigeration.	5317-02		43
<u>Catonsville</u>			
Television Technology	5008-02		45
Nursing, Registered	5208-01		49
Interpreting for the Deaf (Statewide)	5599-05		53
<u>Cecil</u>			
Nursing, Registered	5208-01		55
Sanitary Technology	5408-01		61
<u>Charles</u>			
Office Technology	5005-01		64
Nursing, Registered	5208-01		68
<u>Chesapeake</u>			
Radiologic Technology	5207-01		74
Developmental Disabilities.	5503-02		78

<u>Dundalk</u>			
Business Administration Transfer Area	4970-01		80
Physical Fitness Technology (Statewide)	5299-11		83
Heating, Ventilation and Air Conditioning	5317-02		86
<u>Essex</u>			
Veterinary Technology (Statewide)	5206-01		89
Radiography	5207-01		92
Nursing, Registered	5208-01		95
<u>Frederick</u>			
Nursing, Registered	5208-01		99
<u>Garrett</u>			
Maintenance Technology.	5312-02		103
Human Services.	5503-01		106
<u>Hagerstown</u>			
Radiologic Technology	5207-01		109
Nursing, Registered	5208-01		111
<u>Harford</u>			
General Studies	4950-01		115
Photography	5007-01		117
Computer Operator	5104-01		120
Nursing, Practical.	5209-01		124
<u>Howard</u>			
Vision Care Technology (Statewide).	5212-01		130
Biomedical Engineering Technology (Statewide)	5399-02		135
Plant Science	5402-01		139
<u>Montgomery</u>			
Nursing, Registered	5208-01		142
Medical Assistant (Statewide)	5214-01		146
Corrections	5505-02		150
<u>Prince George's</u>			
Engineering Transfer Area	4940-01		153
Nursing, Registered	5208-01		156
Medical Records Technology (Statewide).	5213-01		160
<u>Wor-Wic Tech</u>			
Hotel-Motel-Restaurant Management (Statewide)	5010-01		162
Nursing, Registered (Statewide)	5208-01		166

STATEWIDE EVALUATION OF ASSOCIATE DEGREE NURSING PROGRAMS

ABSTRACT

Associate degree nursing programs are offered at fourteen of the seventeen community colleges in Maryland. These programs prepare graduates to assume positions as staff nurses in acute and long-term care settings and to work with other members of the health care team to provide an environment that supports and promotes patient recovery. All of the associate degree nursing programs in Maryland are approved by the Maryland Board of Nursing.

Enrollments by students in associate degree nursing programs have declined dramatically from 1983 to 1987. During that five-year period, full-time enrollment declined 44 percent with part-time enrollment declining 42 percent, for a net total decline in associate degree nursing students of 42 percent or 2,401 students. A number of explanations have been given for this significant decline in enrollment at a time when the state of Maryland is experiencing a critical nursing shortage: a) new career options for women; b) the increasing demands on the professional nurse in the health care setting; c) limited opportunities for advancement for the professional nurse; d) widespread coverage in the media about hospital closings and personnel lay-offs; e) the declining pool of high school graduates; and f) fear of contracting infectious diseases.

The decline in students enrolled in associate degree nursing programs is a result of sociological and economic factors that produced a critical shortage of nurses rather than inherent programmatic weaknesses. Graduates of associate degree nursing programs are more successful in achieving their goals than most community college students. In 1986, 100 percent of the associate degree nursing graduates who responded to the graduate follow-up survey reported they had achieved their personal goal. Ninety-nine percent said they were satisfied with the quality of instruction. Less than one percent indicated that they were seeking employment. Moreover, the percentage of associate degree nursing students who began a new full-time job after graduation is the highest for all occupational programs, except practical nursing. The high correlation among job placement, goal achievement, and satisfaction with the quality of instruction attests to the commitment to excellence that characterizes associate degree nursing programs throughout the State.

In Fall, 1987 there was a slight increase in the number of students enrolled in associate degree nursing programs. With the recent implementation of a statewide articulation model whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs, as well as new statewide initiatives to recruit nursing students and to promote nursing as a profession, there is some optimism among nursing educators that the next several years will see a return to the stable, healthy, enrollments of the past.

To address the problems created by declining enrollments in associate degree nursing programs and to underscore the need for nursing educators to work collaboratively to identify strategies to attract and retain qualified applicants, the State Board for Community Colleges makes the following recommendations:

- o To make the associate degree nursing program as accessible to as many prospective students as possible, consideration should be given to the following: a) flexible scheduling patterns that would accommodate the needs of students with job or family responsibilities; b) special developmental studies programs for academically disadvantaged students who with proper remediation would be able to succeed in an associate degree nursing program; and c) innovative approaches to the delivery of instruction that would take into account the learning styles of the adult learner.
- o An important priority for nursing programs striving to increase the pool of qualified applicants must be the implementation of a coordinated, integrated marketing and recruitment plan. Locally, nursing educators should work closely with hospital and health care administrators, high school guidance counselors, and the members of the campus nursing program advisory committee to develop strategies for promoting both the associate degree nursing program and the nursing profession itself. Statewide, nursing educators should take a leadership role in improving the image of the professional nurse in the mass media.
- o Colleges with practical nursing programs should make every effort to promote the development of a statewide PN/ADN articulation agreement that will ensure that students completing the practical nursing curriculum can transfer easily into the associate degree nursing program.
- o The State Board for Community Colleges enthusiastically supports the recently implemented statewide articulation model whereby graduates of associate degree nursing programs transfer directly into baccalaureate degree programs. At the same time, the State Board for Community Colleges recognizes that some issues related to articulation still need to be addressed. The State Board, therefore, urges the community colleges to identify issues or problems that have arisen in connection with the implementation of the articulation model and to bring these concerns to the attention of the State Board staff.
- o The State Board for Community Colleges applauds Governor Schaefer and the members of the Maryland General Assembly for enacting legislation designed to attract students to the nursing professions. Measures such as tuition waivers for out-of-state nursing students and the establishment of a special nursing scholarship program demonstrate our State leaders' resolve to meet the challenges posed by the current nursing shortage.
- o The State Board for Community Colleges commends community college nursing educators in Maryland for their dedication to their students and their commitment to excellence in nursing education.

STATEWIDE EVALUATION OF ASSOCIATE DEGREE NURSING PROGRAMS

The program evaluation system of the Maryland State Board for Community Colleges is in its tenth evaluation cycle. The system is essentially a two-step process each year. First, all programs undergo a computer-based quantitative review built on data collected throughout the year. Programs are reviewed for such indicators as low enrollment and high cost. Secondly, a smaller number of programs (usually about 50) are identified for a more comprehensive qualitative evaluation to be conducted by college staff and later reviewed by the State Board staff. As part of this qualitative evaluation, one program is singled out for statewide evaluation.

For the 1987 program evaluation cycle, each college having an Associate in Arts degree program in Nursing (HEGIS No. 5208-01) was asked to include the program in its qualitative evaluations. The resulting evaluations are included in the respective college sections of this publication. (Note: the evaluations of the associate degree nursing programs at Allegany Community College, Anne Arundel Community College, and Howard Community College were published in Spring, 1987 and that at Harford Community College in Spring, 1986.) The associate degree nursing program was selected for statewide evaluation because the nursing shortage in Maryland is becoming more acute at a time when enrollments in nursing programs have been sharply declining.

Program Descriptions

Associate degree nursing programs are offered at fourteen of the seventeen community colleges in Maryland. Only Chesapeake, Dundalk, and Garrett Community Colleges do not have such programs.

Associate degree nursing programs are designed to prepare graduates to assume positions as staff nurses in acute and long-term care settings and to work with other members of the health care team to provide an environment that supports and promotes patient recovery. Since all of these curricula are approved by the Maryland Board of Nursing, the program requirements are very similar from college to college. All associate degree nursing programs have competitive criteria for admission. Students seeking enrollment in them must meet selective program admissions requirements in addition to those required for entrance into the college. The colleges also have rigorous standards of progression for those matriculating in the associate degree nursing program. Graduates are eligible to sit for the National Council Licensure Examination for Registered Nursing. Students must successfully pass the national licensure examination to practice as Registered Nurses in Maryland and other states.

The total credits required for the Associate in Arts degree in Nursing ranges from a low of 66 credits to a high of 70 credits, the maximum allowed

under State guidelines. The overwhelming majority of the colleges require 69-70 credits. These credits are usually distributed among three areas--nursing theory and clinical courses, natural science and social sciences support courses and general education courses. The content of the core nursing courses covers such topics as nursing fundamentals, maternal and neonatal nursing, pediatric nursing, medical-surgical nursing, psychiatric nursing, trends and perspectives in nursing, and the professional, legal and ethical issues that confront the graduate nurse. The natural science/social sciences requirements typically include courses in anatomy and physiology, microbiology, general chemistry, sociology, and psychology. The remaining courses fulfill the general education requirements.

Student Trends and Characteristics

As shown in Table 1, statewide headcount enrollment by students in associate degree nursing programs declined dramatically from 1983 to 1987. For the five-year period shown in Table 1, enrollment by full-time students declined 44 percent, and during the same period part-time enrollment declined 42 percent, resulting in a net total decline of associate degree nursing students of 42 percent or 2,401 students. This is certainly one of the most significant enrollment declines ever experienced by any program area for Maryland community colleges.

Full-time equivalent (FTE) enrollment (i.e., total credit hours in associate degree nursing courses) has likewise decreased significantly over the five-year period, from 1,415 FTEs in 1983 to 1,012 FTEs in 1987, a 28 percent decrease. This has caused the cost per FTE in associate degree nursing programs to soar from \$4,230 per FTE in 1983 to \$6,630 per FTE in 1987 or 57 percent. By comparison, the average cost of all college programs has increased only 32 percent, the result being that the average cost for associate degree nursing programs was about 43 percent higher than the average for all community college programs.

The dramatic decline in students enrolling in associate degree nursing programs is reflected in the number of associate degrees that have been awarded over the past several years. For the five-year period from 1983 to 1987, the number of associate degrees awarded declined by more than 14 percent. The decline was even more dramatic from 1984 to 1986 when the full impact of declining enrollments began to be reflected in the number of degrees awarded. During those years the number declined by 22 percent. For at least another year the number of awards is expected to continue to decline. In Fall, 1987, after the severity of the statewide nursing shortage had become widely recognized, and new initiatives were taken by the colleges to recruit students, for the first time in five years there was a slight increase in the number of students enrolled in associate degree nursing programs. This slight increase in enrollment, however, will not significantly affect the number of graduates in the short term.

What type of students enroll in associate degree nursing programs? The State Board Enrollment Information System provides specific answers to this question (Table 2). First, associate degree nursing students enroll as full-time and part-time students in the same percentages as other community col-

lege students, but they take slightly more credits per semester. Specifically, for every associate degree nursing student who is enrolled full-time, approximately three are enrolled part-time. They take, on the average, eight credits per semester, which is one credit more than the majority of community college students. While they tend to have about the same mean age as community college students in general, their median age is higher, indicating that associate degree nursing programs enroll a higher proportion of adult learners.

There are three important differences between associate degree nursing students and community college students in general that are worth highlighting. First, 93 percent of associate degree nursing students are women as compared to 60 percent in community college programs as a whole. This corroborates the perceptions of nursing educators that the nursing field is still not perceived as an attractive occupational choice for men. Secondly, black students account for 22 percent of the enrollment in associate degree nursing programs. This percentage is five points higher than enrollment by black students in all community college programs which was 17 percent in 1987. Finally, it should be noted that 16 percent of the students enrolled in associate degree nursing programs are new students, and 84 percent are returning students. This higher percentage of returning students, which compares with 72 percent for all community college programs, underscores the degree of commitment of associate degree nursing students.

Why do students enroll in this program? The State Board's graduate follow-up surveys provide data on the primary reason for enrolling in associate degree nursing programs (Table 3). In several important ways, associate degree nursing students are different from community college students as a whole. When asked why they were attending a community college, 52 percent of the associate degree nursing students indicated that they were preparing either for a first time job or for a different job. This compares to 35 percent for all the community college students enrolled in degree or certificate programs. These figures suggest that the associate degree nursing curriculum is viewed by students as the necessary qualification for entrance into the nursing profession or for effecting a successful career change.

Interestingly, only 11 percent who enter the associate degree nursing program are planning to transfer to a four-year college, whereas about one-fourth of all community college students intend to complete a baccalaureate degree at a senior institution. This situation may change as more students become aware of the newly implemented statewide articulation model which makes it possible for graduates of associate degree nursing programs to transfer directly into baccalaureate nursing programs. Finally, as might be expected, a meager one percent of the associate degree nursing students indicated they were enrolled for self-enrichment. The competitive admissions process and the rigorous demands of the curriculum make it highly unlikely that students would enroll in the program for avocational reasons.

Program Performance

What success do graduates have in achieving the goals they had set for themselves when entering the community college? Data from the State Board's graduate surveys provide some useful indicators on this question (Table 4).

In 1986, 100 percent of the associate degree nursing graduates who responded to the graduate follow-up survey said they had achieved their personal goal. Ninety-nine percent of the graduates reported they were satisfied with the quality of instruction in their program. The median annual salary for these 1986 graduates was \$21,000.

Perhaps the most important consideration in assessing program performance is the extent to which graduates find jobs that use their skills. Sixty-three percent of the 1986 associate degree nursing graduates were employed full-time in a job related to their training, and 26 percent were employed part-time. Of those employed full-time, 84 percent began their present job after leaving the community college. Table 5 shows how these results compare with other occupational programs. The job placement record for associate degree nursing graduates, especially if those employed part-time are taken into account, is significantly better than the average for all community college students. Less than one percent of associate degree nursing graduates were seeking employment. Moreover, the percentage of associate degree nursing students who began a new full-time job after graduation is the highest for all occupational programs, except practical nursing, which is a much smaller program statewide. The high correlation among job placement, goal achievement, and satisfaction with the quality of instruction attests to the commitment to excellence that characterizes associate degree nursing programs throughout the State.

Evaluations Conducted by the Colleges

The colleges were asked to respond to five specific questions in their review of the associate degree nursing program:

- o Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?
- o What recommendations can you suggest to turn this situation around?
- o A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?
- o If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that be?
- o Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nurse educators?

The community colleges offering associate degree nursing programs were in general agreement about the reasons for the serious decline in enrollment at a time when hospitals are reporting a severe nursing shortage. Their explanations are summarized below:

1) Increased professional opportunities and career options for women. Many young women are choosing less traditional career fields such as business, engineering, dentistry, and medicine that provide more personal prestige and greater financial rewards.

2) The changing role of the nurse in the health care setting. The aging of the population, the growth in medical technology, and the efforts of health care providers to contain costs have placed new demands on the professional nursing staff. Cost containment measures have forced the closing of specific units and staff members being laid off. Shorter hospital stays have meant that only the most acutely ill patients are hospitalized for more than a few days, thereby creating the stress associated with constant overloaded assignments. The pressures of staffing, in turn, have led to low job satisfaction among practicing nurses.

3) Little opportunity for advancement coupled with non-competitive rates of compensation. Many registered nurses with 10-15 years' experience do not earn significantly more than new graduates. The rate of pay has not kept pace with that of other even less strenuous positions. This situation is exacerbated by the image of nurse as handmaiden.

4) The short-lived "over supply" of nurses during the years that hospitals were moving into prospective payment plans. Hospital announcements about closing beds and terminating personnel discouraged potential nursing students from enrolling in associate degree programs.

5) The declining pool of high school graduates. A recent shift in demographics has limited the number of 18 to 24 year olds available to pursue a nursing career.

6) Dissatisfaction with working conditions. Especially in hospital settings, nursing is a 24 hour job requiring shift work as well as night, weekend, and holiday coverage.

7) Fear of contracting AIDS. Emphasis in the media on infectious diseases, particularly AIDS, has made the nursing profession a less attractive occupational choice.

As might be expected, the respondents reported that the large metropolitan areas of Baltimore and Washington have experienced the severest nursing shortage. Although shortages were also reported in Central and Southern Maryland, the shortages in these areas tended to be initially confined to the less popular shifts and in critical care areas. In rural counties, such as Cecil County, the shortage was not experienced as early or as severely as in the more populous parts of the State. But once the shortage reached the critical stage in the large urban areas, graduates from the rural counties were actively recruited by agencies from the metropolitan regions and from

adjacent states. By 1987 even the rural counties were finding it difficult to fill new vacancies and they, too, began to develop programs to attract and retain nurses.

When asked what recommendations the colleges would make to turn the nursing shortage situation around, the respondents were unanimous in their conclusion that the two most important issues that need to be addressed are rate of compensation and working conditions. They spoke with one voice in saying that the top priority must be higher salaries and an expanded pay scale that eliminates topping out after five to seven years. They argued that to recruit and retain nurses, employing agencies must be willing to improve working conditions and to offer attractive fringe benefit packages. Shift rotations, flexible time schedules, access to child day care, financial rewards for evening, night, weekend, and holiday coverage, and profit-sharing incentives should all be given consideration as means to ameliorate the critical nursing shortage. But there was also general agreement that unless a concerted effort was mounted by nursing educators, hospital administrators, and other health care agency personnel to promote nursing as a valued profession and to counter the all-too-prevalent image of the nurse as handmaiden, the profession would not in future years attract highly qualified young men and women. In short, efforts need to be made to portray nursing in a more positive light in the mass media.

On the college level, the respondents suggested a number of approaches that might be taken to stem the tide of declining enrollments. These include the establishment of special developmental studies programs for academically disadvantaged students who with proper remediation would be able to succeed in an associate degree program; the development of marketing campaigns targeted at high school guidance counselors and those who work with returning women students; the initiation of public relations activities jointly sponsored by the local hospitals and the community college; and the development of flexible programs that can accommodate students with family and job responsibilities. Several respondents sought to apply the individual colleges' marketing and recruitment strategies to a wider audience. They recommended that a coordinated effort be undertaken statewide to educate students, employers, and the public in general about the advantages of pursuing an Associate in Arts degree in Nursing.

One other theme surfaced time and time again in the responses--increased financial support for nursing students. Most of the recommendations in this category focused on the need for federal and state-funded financial assistance. A few colleges also recommended that employing institutions underwrite special scholarships for nursing students.

On the question regarding the statewide articulation model recently implemented in Maryland, the majority of the colleges responded that the model was sound and that it had a positive psychological effect in motivating students to return to college. Community colleges, such as Charles and Hagerstown, that were some distance from the senior institutions offering baccalaureate nursing programs, though enthusiastic about the program, tended to see the success of the articulation model as directly linked to the offering of outreach programs in their part of the State. Three colleges were

supportive of the concept, but thought it was too early to evaluate the model or to make recommendations for improvement. And two colleges, Catonsville and Frederick, reported that few recent graduates had opted to pursue articulation. At these institutions most elected to earn credit-by-examination for the nursing courses, to complete the additional general education requirements at the community college, and to transfer to the baccalaureate institution for the remaining nursing coursework.

Despite the generally favorable response to the articulation model, a number of questions concerning implementation were raised. These focused on issues related to assessment for prior learning. How would credits earned as part of secondary or proprietary school articulation agreements be treated? Would it be possible to validate learning by methods other than challenge examinations? Of concern also were the procedures for reviewing revised articulated programs and the methods that would be used to monitor the academic performance of students who transferred into baccalaureate nursing programs. The respondent from Cecil Community College summarized best the feelings of many of the colleges: "Although the articulation model has been a mechanism to facilitate educational mobility while retaining the integrity of AD and BS programs, there are some problems which need to be addressed."

When asked to give one piece of advice to community college colleagues throughout the State on the future development and direction of associate degree nursing, the respondents described a number of actions that might be taken to enhance enrollment. These actions fell into three principal areas: programmatic considerations, articulation, and public relations. In the area of program development, most of the recommendations centered on creativity and innovation in the delivery of instruction. Given the median age of students enrolled in associate degree nursing programs, more attention should be directed to the learning styles of adult learners. Whenever possible, formal lectures should be supplemented by seminars, small group discussions, and independent study. Colleges should also explore the feasibility of including diverse learning modules in the curriculum and should plan program revisions that anticipate future changes in health care. Those respondents who stressed the importance of articulation urged their colleagues to work closely with nurse educators at all levels to address common concerns and advance the nursing profession. By far the greatest number of respondents advised their colleagues to become more involved in promoting and publicizing the associate degree nursing program. Suggestions for mounting a public relations campaign ranged from increasing personal contacts with students at all levels of education to developing media materials that foster an awareness of the affordability, accessibility, and quality of associate degree nursing programs. Many advocated working with State organizations actively involved in lobbying on the State and national levels for financial support for associate degree nursing programs. Throughout the responses the message that seemed to emerge loud and clear was the necessity for nursing educators to become more pro-active in marketing their programs and the nursing profession itself.

In answer to the question what actions would they like to see Governor Schaefer's Task Force on Nursing, the State Board for Community Colleges, or other State-level policymakers to take to help community college nursing

educators, most respondents were quite specific. They urged the Governor's Task Force to address current State funding practices. Even more concretely, they exhorted the Task Force to consider such measures as tuition reimbursement and stipends as means to attract qualified candidates to nursing programs. A recommendation was also made to provide funds similar to those authorized in the now defunct Manpower Act for support for refresher courses for registered nurses not currently working in the field. Additionally, the respondents recommended that the Task Force promote articulation between practical and associate degree nursing programs and take steps to foster communication and collaboration between nurse educators and nurse service administrators statewide. In general, the respondents were convinced that appropriate funding would promote greater access to nursing education, increase enrollments, and help to alleviate the nursing shortage. Finally, the colleges urged the State Board for Community Colleges to assist the colleges in marketing associate degree nursing programs and raising the consciousness of the general public about the value of associate degree nursing programs.

Recommendations

- o To make the associate degree nursing program as accessible to as many prospective students as possible, consideration should be given to the following: a) flexible scheduling patterns that would accommodate the needs of students with family or job responsibilities; b) special developmental studies programs for academically disadvantaged students who with proper remediation would be able to succeed in an associate degree nursing program; and c) innovative approaches to the delivery of instruction that would take into account the learning styles of the adult learner.
- o An important priority for nursing programs striving to increase the pool of qualified applicants must be the implementation of a coordinated, integrated marketing and recruitment plan. Locally, nursing educators should work closely with hospital and health care organization administrators, high school guidance counselors, and the members of the campus nursing program advisory committee to develop strategies for promoting both the associate degree nursing program and the nursing profession itself. Statewide, nursing educators should take a leadership role in improving the image of the professional nurse in the mass media.
- o Colleges with practical nursing programs should make every effort to promote the development of a statewide PN/ADN articulation agreement that will ensure that students completing the licensed practical nursing curriculum can transfer easily into the associate degree nursing program. To facilitate this process, procedures will need to be devised locally to allow qualified students who have completed designated practical nursing requirements to enter the associate degree nursing program and to apply credits earned in the practical nursing program to the associate degree program.
- o The State Board for Community Colleges enthusiastically supports the recently implemented statewide articulation model whereby graduates of associate degree nursing programs transfer directly into baccalaureate

degree programs. At the same time, the State Board for Community Colleges recognizes that some issues related to articulation still need to be addressed. The State Board, therefore, urges the community colleges to identify issues or problems that have arisen in connection with the implementation of the articulation model and to bring these concerns to the attention of the State Board staff.

- o The State Board for Community Colleges applauds Governor Schaefer and the members of the Maryland General Assembly for enacting legislation designed to attract students to the nursing profession. Measures such as tuition waivers for out-of-state nursing students and the establishment of a special nursing scholarship program demonstrate our State leaders' resolve to meet the challenges posed by the current nursing shortage.
- o The State Board for Community Colleges commends community college nursing educators in Maryland for their dedication to their students and their commitment to excellence in nursing education.

Table 1
ENROLLMENT, DISCIPLINE COSTS, AND DEGREES
IN ASSOCIATE DEGREE NURSING

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>% Change 1983-1987</u>
<u>Headcount Enrollment (Fall)</u> <u>in AA Nursing Programs</u>						
Full-time	1,603	1,407	1,006	834	905	-44%
Part-time	4,142	3,600	3,162	2,483	2,439	-42
Total	5,745	5,007	4,168	3,317	3,344	-42%
<u>Course Enrollment</u> <u>and Costs (fiscal year)*</u>						
FTE Students, AA Nursing	1,415	1,484	1,337	1,108	1,012	-28%
Cost/FTE, AA Nursing	\$4,230	\$4,800	\$5,280	\$5,970	\$6,630	+57
Cost/FTE, All occupational programs	\$2,880	\$3,030	\$3,270	\$3,510	\$3,810	+32
<u>Degrees (fiscal year)</u>	859	936	908	729	735	-14%

* Full-time equivalent (FTE) enrollment includes all students enrolled in nursing courses.

Source: Program Data Monitoring System

Table 2
CHARACTERISTICS OF CREDIT STUDENTS
FALL 1987

	<u>AA Nursing</u>		<u>All Programs</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>College</u>				
Allegany	221	7%		
Anne Arundel	437	13		
Baltimore	166	5		
Catonsville	555	17		
Cecil	122	4		
Charles	83	2		
Essex	386	12		
Frederick	87	3		
Hagerstown	50	1		
Harford	241	7		
Howard	215	6		
Montgomery	183	5		
Prince George's	544	16		
Wor-Wic Tech	54	2		
Total	3,344	100%		
<u>Sex</u>				
Male	218	7%	38,525	40%
Female	3,126	93	57,992	60
<u>Race</u>				
Black	739	22	16,288	17
White	2,426	73	72,864	75
All Other/Unknown	168	5	7,365	8
<u>First-time Status</u>				
New to college	534	16	26,941	28
Returning to college	2,809	84	69,576	72
<u>Attendance Status</u>				
Full-time	905	27	24,608	25
Part-time	2,439	73	71,909	75
<u>Number of Credits</u>				
Mean		8.0		7.1
<u>Age in 1986</u>				
Mean		29 years		29 years
Median		28 years		25 years

Table 3
PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE

	<u>AA Nursing</u>		<u>All Programs</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Explore new academic area	61	10%	559	9%
Prepare for first job	206	32	1,189	20
Prepare for different job	130	20	916	15
Update current job skills	59	9	625	10
Prepare for transfer	69	11	1,488	25
Self-enrichment	7	1	362	6
Explore new occupation	90	14	726	12
Other reason(s)	16	3	190	3
Total	638	100%	6,055	100%

Source: Follow-Up Survey of 1986 Graduates.

Table 4
ASSOCIATE DEGREE NURSING GRADUATES

	1984 Graduates (N = 488) <u>Percent</u>	1986 Graduates (N = 425) <u>Percent</u>
Employed full-time in		
Directly related job	65%	62%
Somewhat related job	4	1
Unrelated job	1	0
Employed part-time	25	26
Transferred, not employed	1	4
Seeking work, not employed	2	1
Military, home responsibility, other	2	6
Total	100%	100%
Transferred, regardless of employment	13%	8%
Achieved goal	97	100
Satisfied with instruction in program	96	99
<u>Among Full-time Employees</u>		
Median annual salary	\$18,812 (N = 276)	\$21,000 (N = 236)
Began new job after college	85%	84%

Note: Graduates were surveyed about nine months after graduation.

Table 5

EMPLOYMENT AND TRANSFER AMONG GRADUATES
OF CAREER PROGRAMS
(Listed in order of highest placement rate)

<u>HEGIS Code</u>	<u>Program Title</u>	<u>Total Sample</u>	<u>Percent of graduates employed full-time in field of training</u>	<u>Percent of full-time employees who began new full-time job after college</u>	<u>Percent who transferred</u>
5215-01	Inhalation Therapy	20	75%	53%	10%
5207-01	Radiology	39	72	83	28
5205-01	Medical Laboratory Technology	20	70	77	10
5310-01	Electronics	108	68	41	31
5001-01	Business	209	66	31	31
5208-01	Nursing, Registered	425	63	84	8
5203-01	Dental Hygiene	29	62	84	7
5005-01	Secretarial Science	173	61	65	9
5209-01	Nursing, Practical	22	59	93	18
5002-01	Accounting	139	58	38	38
5010-01	Hotel Management	28	57	32	32
All career programs		2,469	56	53	27
5105-01	Data Processing Equipment Technician	25	56	56	32
5202-01	Dental Assisting	17	53	84	18
5004-01	Management	73	52	49	37
5004-08	Retailing	42	52	43	49
5103-01	Computer Programming	380	51	38	35
5104-01	Computer Operator	49	49	33	10
5012-05	Commercial Art	23	44	73	26
5503-01	Early Childhood Education	23	44	50	19
5311-01	Electromechanical Technology	22	41	83	32
5101-01/	Data Processing/				
5505-01	Law Enforcement	119	39	46	51
5216-01	Mental Health	53	38	50	53
5599-01	Legal Assistant	37	38	52	43
5503-03	Child Care	27	33	46	15
5008-01	Communications	39	28	74	44

Notes:

FY 1986 graduates were surveyed in 1987.

Part-time employment is not shown.

Programs with fewer than 20 respondents are not shown but are reflected in "all career programs."

Transferred refers to any amount of transfer work done; a graduate can report simultaneous status as employed and transferred.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Allegany Community College

PROGRAM TITLE: Nursing, Practical

PROGRAM HEGIS NUMBER: 5209-01

LEVEL OF AWARD: Certificate

1. What is the minimum number of students needed to offer a successful program?

There is no minimum number of students needed to offer a successful Practical Nursing program. There are only three courses unique to the LPN program, and these three courses are Summer-only offerings. To be cost effective, we need ten students in these courses. We have always maintained that minimum, or better.

2. What factors account for the declining enrollment in this program?

There is a national decline in enrollment in both ADN and LPN programs. There are numerous economic and sociological reasons why this is occurring. However, the LPN program is particularly affected as there is continuing uncertainty about the future of the practical nursing profession. For example, in our own local area, hospitals preferred to hire registered nurses and for a period of time hired LPNs only on a limited basis. This is no longer true, but students continue to perceive the LPN job market as being limited to extended care facilities (nursing homes) and many students prefer hospital employment. Even though jobs are available in all types of health facilities, public perception is slow to change.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The Nursing Advisory Committee (which serves both the ADN and the LPN programs) met twice in 1986-87. All curriculum changes are reviewed by the committee. Their recommendations are considered in planning. Ten members of the advisory committee are employers of practical nursing graduates. These employers have been supportive of those LPNs who have returned to ACC and completed the registered nursing program.

4. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

The discipline cost per credit hour is higher due to the decline in enrollment and the fact that LPN students are often officially registered as ADN students. LPN courses are Summer-only offerings. The discipline cost analysis no longer accurately reflects the cost of the program due to the unique registration status of the students and the overlap of LPN and ADN courses.

5. What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?

As noted in question and response #4 above, we feel that the discipline cost analysis no longer accurately reflects the cost of this program due to the career ladder style program format (overlap of LPN and ADN courses) and the registration status of many students enrolled in the LPN courses. Faculty promotions and pay raises have also increased the cost.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

This program was last evaluated in 1983 and the only concern noted was a low placement rate of recent graduates in jobs directly related to their field of training. A telephone survey of the two previous graduating classes indicated that a majority of students were employed in jobs directly related to their field of training. Those not employed were either continuing their education toward the associate degree in nursing or were homemakers and not seeking employment. Therefore, the placement rate was not low, but the response rate to the graduate follow-up survey was low.

The College has implemented the career ladder style curriculum. This change was due in part to the evaluation done in 1983, as well as the need to be more cost effective to maintain the LPN program.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Based on a number of criteria, the Practical Nursing program at Allegany Community College continues to be excellent. Since the inception of the program in 1976, graduates have achieved a 100 percent passing rate on the State Board examination.

Agencies employing graduates indicate satisfactory performance and encourage many of them to continue in the associate degree program. Future trends for LPNs are carefully monitored on an ongoing basis to determine the need for modification of the program.

8. What action(s) does the College plan to take to address the above issues?

The College has been supportive of the needs of the Nursing Department and has assisted in monitoring trends and follow-up of graduates. Future plans include continued program visibility and increased recruitment and retention efforts.

9. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The program meets a definite need, particularly in extended care facilities in the area. The program in its present format is cost-effective and should be continued as long as the need for it and the crisis in the nursing profession exists.

10. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

The shortage in Western Maryland has affected hospitals and is now reaching extended care facilities. The shortage is not as serious in this area as in many metropolitan areas. Many of the nurses in this area of the State are established in the community and wish to remain here.

Following a careful study and the recommendation of a consultant, the Allegany Community College associate degree program went to once-a-year admissions in the Fall of 1986. We have been able to meet our goal for admissions since that time. Enrollment in the Practical Nursing program has been low for several years due to the factors stated above.

11. What recommendations can you suggest to turn this situation around?

Involve hospitals and other health care agencies in dialogue with nursing education institutions. Improve the image of nursing in the media. High school (and junior high) counselors need to be encouraged to portray nursing as a positive, viable profession.

12. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The transfer agreement works well for our graduates. However, many of them elect to complete the required general education coursework, challenge the nursing courses, and enter the Outreach Program in Allegany County. Faculty at UMBC and in the Outreach Program are cooperative and accessible to students. At this time, the program seems to be working very well.

13. If you were asked to give one piece of advice to your community college colleagues throughout the State on community college nursing programs, what would that advice be?

Associate degree nursing programs have proven successful for more than 35 years. Graduates have proven themselves capable in nearly every field of nursing. Their contribution to health care has been and will continue to be critical.

14. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

- o Support the concept of associate degree nursing education.
- o Provide positive media exposure to enhance the image of nursing and to enumerate opportunities available to associate degree nursing graduates.
- o Provide financial assistance for students interested in associate degree nursing.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Allegany Community College

PROGRAM TITLE: Automotive Technology (Statewide)

PROGRAM HEGIS NUMBER: 5306-01

LEVEL OF AWARD: AA and Certificate

- 1. What factors account for the declining full-time enrollment in the AA degree program?**

Enrollment is shifting away from the AA program and toward the certificate program and away from local students (in the AA) and toward out-of-state students. The shift toward the certificate program is attributed to a desire by many students to be automotive mechanics rather than service advisors or service managers. The AA prepares students for jobs in automotive mechanics as well as the higher level service manager or advisor positions.

However, students tend to perceive the certificate program as being adequate for an entry level position as a mechanic and that is what they are seeking. Faculty advisors in this program also report that many students express a concern about their ability to handle the higher skill levels in the AA program. Students realize that the technology of today's automobile has become so advanced that many are fearful of enrolling in the AA program. Students then select the certificate program with the belief that they can succeed in the automotive courses required in this program but may have difficulty with the automotive and academic courses required in the AA.

Advisors report that a number of students, after completing the certificate, continue their studies in the AA, having developed sufficient self-confidence in their academic and automotive skills to attempt the AA program.

- 2. At what level does the College expect the full-time AA degree enrollment to stabilize?**

We would expect the AA enrollment to go no lower than its current level, and we expect enrollment in this program to increase. Additionally, recruiting efforts in West Virginia and Pennsylvania are starting to show results. Statewide designation should result in some additional enrollment, especially from Garrett and Western Washington counties.

In addition, we are currently seeking designation as a GM training center and, if granted, this will bring additional enrollment from local GM dealerships. These steps should stabilize the enrollment decline in the AA program.

3. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

This program has historically attracted students who were reluctant to attempt the general education courses required in any AA degree program. They are attracted to and wish to take only those courses that have clearly visible practical application to the automotive industry.

Many students simply refuse to take any courses other than the automotive courses, knowing that local dealerships and automotive service businesses will hire them if they have taken all the automotive courses and haven't completed the degree. Advisors working with these students sometimes succeed in convincing them to take the general education courses and complete the degree.

Some students gain sufficient self-confidence after a few automotive courses to attempt the academic courses. But, in the final analysis, this program will always have a low graduation rate. Their personal goal is the completion of the automotive courses, not the completion of the AA. Since they are employable without the degree, many leave to take jobs having achieved their goal.

There is a tendency to think of only graduates as being successful students; but from the student's perspective, completion of the automotive courses and a job in the automotive field is the definition of success.

4. What factors account for the low placement of students in full-time jobs related to their field of training?

Since few graduates have responded to the graduate follow-up survey, the data available are misleading.

The answer to question #6 below indicates that most graduates of the program are employed in a job related to their field of training.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The operations of the advisory committee of the Automotive Technology program have already been identified by the Administration and Automotive Technology faculty as being the one area of concern for this program.

The faculty have frequent contact with advisory committee members and other employers in the automotive field. However, these contacts are informal and the advisory committee has not held meetings on a regular and formal basis.

The decision has already been made that this advisory committee will begin meeting on a regular basis, two to three times per school year as a minimum. In addition, there will be a formalization of this committee, including the election of officers and adoption of bylaws.

The informal contacts with employers have produced some recommendations for changes in the curriculum and their recommendations are currently being reviewed. These recommendations include reducing the hours (and credits) of instruction in diesel mechanics and adding instruction in some of the business aspects of the automotive field, such as operations of the parts department.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

A total of 16 Automotive Technology graduates were contacted by telephone in September of 1987.

The following table represents the results of this telephone survey.

	Number of <u>Graduates</u>
Full-time job, directly related	10
Full-time job, somewhat related	1
Full-time job, not related	3
Part-time job	1
Transferred, not employed	0
Seeking work, not employed	0
Military, home responsibility, other	1
Total respondents	16
Transferred, regardless of employment	0
Achieved personal goal	15
Satisfied with instruction in program	16
If full-time, began new job after college	11 of 14 full-timers
Satisfied with employment preparation	15

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

This program was identified for evaluation in 1980 and again in 1983. The only real concern identified in either evaluation was the low placement rate. This is still identified by the State Board for Community Colleges as a concern. The placement rate is not low, but rather the response rate to the graduate follow-up survey is low. Graduates employed in the automotive field are therefore not identified as many did not respond to the survey. See question and response #4 above.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent. As noted in #6 above, 100 percent of the graduates contacted in the telephone survey are very satisfied or satisfied with the quality of instruction in this program. Fifteen of the sixteen were satisfied or very satisfied with their preparation for employment. One student did not respond to the question.

9. What success has the College had in keeping up with the high technology advancements associated with this program. Describe the nature and scope of recent equipment acquisitions.

Over the last three years, we have purchased a number of equipment items for the Automotive Technology program. Some items are state-of-the-art pieces of equipment, and others are replacement equipment items.

The list below includes recent major purchases for this program:

- Mig welder
- computer wheel balancer
- pneumatic respirator system
- air compressor
- differential pressure tester
- charging and starter analyzer
- engine hoist
- four-wheel alignment machine
- pinion depth gauge
- MacPherson strut spring compressors

10. What actions has the College taken to promote the statewide designation of this program to neighboring counties?

There are six other automotive technology programs in Maryland community colleges. When we obtained statewide designation for our Automotive program, we knew that, due to the existence of several other programs, we would likely attract only students from Garrett County and the western portion of Washington County. Students in all other Maryland counties would probably find other automotive programs more convenient. It should also be noted that we are in competition with the Diesel Institute in Garrett County for students.

Our recruiting staff regularly visits the two high schools in Garrett County as well as the two high schools in the western portion of Washington County. The recruiters visit other Washington County high schools, but students in Hagerstown and other Eastern Washington County communities are likely to prefer traveling eastward for the automotive programs available in the Washington/Baltimore metropolitan areas. Our recruiters also attend the annual Career Day program sponsored by the Garrett County Board of Education held at Garrett Community College. They also attend the annual College Day program sponsored by the Washington County Chamber of Commerce held at Hagerstown Junior College.

The College is in the process of negotiating articulation agreements with both Garrett and Allegany Counties vocational programs in automotive mechanics.

Our recruiters attend college fairs around the State promoting the statewide programs. They also visit high school guidance counselors' countywide meetings throughout the State to promote our statewide programs.

Even though we have just one out-of-county student at this time in Automotive Technology, statewide designation for this program is relatively new and we expect this designation to "pay off" in the near future.

11. What action(s) does the College plan to take to address the above issues?

The only concern the College has about this program is the inactivity of the advisory committee. As noted previously, the action planned by the College is to work with the Automotive Technology program director to formalize this committee and help the committee members assume some responsibility and sense of ownership of the committee. A committee that has formal, regular meetings will be more productive.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Many community colleges have found that formal articulation agreements with comprehensive high schools and vocational schools have not only eliminated duplication of course content but also served as recruiting tools for students who might not have included college in their career plans. The College is encouraged to develop formal articulation agreements with appropriate high schools.

The expertise of program advisory committee members is particularly important in rapidly-changing fields such as Automotive Technology. The College is urged to establish a formal advisory committee for this program as soon as possible.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Human Services

PROGRAM HEGIS NUMBER: 5216-01

LEVEL OF AWARD: AA and Certificate

1. **What factors account for the low placement of students in full-time jobs related to their field of training?**

The College notes that the premise of the question is inaccurate. According to information received from the State Board for Community Colleges Program Data Monitoring System, 44 percent of program graduates from 1984 are in full-time jobs related to their curriculum training. This is slightly above the statewide human services placement rates of 43 percent.

It should be noted that only 11 percent of program graduates designated themselves as "seeking work but not employed." As an aggregate, the students in the follow-up reported little difficulty finding employment. Careful evaluation of the data indicates that 89 percent of the graduates were employed, transferred, or involved in other commitments.

2. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

In FY 1986, there were 23 Human Services graduates. From this group, sixteen responded to the graduate follow-up survey. Of this sixteen, eight were employed full-time. The reported occupational titles for these eight graduates employed full-time are:

Additions Counselor II
Computer Operations Manager
Residential Counselor

Community Living Assistant
Foster Care Coordinator

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The Human Services Department has regular contact with potential employers. Through field work placements, both faculty and students have direct, personal experience with employers throughout the county.

The agencies listed below are among the frequently contacted employers:

Alternative Living
Bello Machre
Department of Social Services
Kiva
Martin Pollack Project
Maryland Manoz Convalescent Center
New Beginnings
Omni House
Open Door
Palmer Family, Inc.
Providence
Richmond Fellowship
Women's Shelter

There is no longer a formal, structured program advisory board. In its place, the program has convened selected "Employment Focus Groups" to address special areas of concern within the program. This is much more useful for the program as special expertise is directed at target problems. During the last three years, two such committees have met: one concerning developmental disabilities and one concerning geriatrics. The work of each advisory group is leading to specific curriculum modification. In addition, each group proposed relevant courses for inclusion in the program.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

The College has initiated numerous actions to increase the quality and relevance of the Human Services program.

Specifically, the curriculum has had a major assessment and re-evaluation. As a result, the form of the program is moving toward service areas of developmental disabilities and geriatrics. This has necessitated the elimination of courses that did not serve the employment goals of curriculum graduates.

As noted from question #1, the program graduates are finding related employment at a substantially higher rate (44 percent) than at the time of the previous evaluation. In 1980, the area employment rate was only 16 percent. This can be attributed to more direct contacts being made with local human services agencies. This effort will certainly continue.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

At present, the quality of the program is satisfactory. The goal of the College is to make this an excellent quality program. Within recent years, the program experienced a serious quality problem with one of its two full-time faculty persons. For three consecutive years, this person received negative annual performance evaluations. Although remediation was offered and defined, the faculty member resigned in Summer 1987.

The College plans to fill the teaching vacancy with highly qualified adjunct faculty. In addition, the College is attempting to improve program quality through initiatives noted elsewhere.

6. Does the title "Human Services" adequately communicate to students the objectives of this program?

Yes. The title is intentionally general and defines the program's goal. As noted in responses #3, #4, #7, this title will be particularly relevant as modifications are implemented in the program, and these include:

- New faculty
- Curriculum revision
- Geriatric options
- Developmental disabilities
- Aid for Dependent Children

7. What action(s) does the College plan to take to address the above issues?

The College has and is taking specific actions. Among these are:

A. Curriculum Revisions

The curriculum had been designed around a "clinical psychology" training model. Changes within the curriculum will modify the program toward a paraprofessional, practitioner, career training model.

B. Curriculum Changes

The College is eliminating some irrelevant courses (i.e., Crisis Intervention, Report Writing) and replacing them with more contemporary, job related courses in developmental disabilities and geriatrics.

C. New Curriculum

Consideration is being given to offering an Aid for Dependent Children option within the program. This type of program is being offered at both Dundalk Community College and the Community College of Baltimore. Probable implementation date is Fall 1988.

D. New Faculty

As noted in question #5, a professional unsatisfactory faculty member has resigned from the department. This allows the hiring of exceptional, motivated and qualified adjuncts.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The PDM flag "low placement of students in full-time jobs related to their field of training" is based on the percentage of students indicating they were in full-time jobs "directly-related" to their career preparation. Only 11 percent of the Human Services students from Anne Arundel who responded to the 1984 graduate follow-up survey indicated they were employed in jobs directly related to their field of training.

While there is certainly salutary merit in convening selected "Employment Focus Groups" to address the needs of targeted populations (see question #8), a more globally-oriented program advisory committee can often provide a comprehensive overview of the entire field as well as valuable insights into the complementary nature of the various program options. The College is encouraged to re-establish a full program advisory committee and to periodically hold meetings of this committee to discuss the overall direction the program might take.

The College should develop and submit to the SBCC for approval additional certificate programs and/or options as needed.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Designing and Drafting Technology

PROGRAM HEGIS NUMBER: 5303-01

LEVEL OF AWARD: Certificate

1. This program has been inactive for several years. Briefly describe the revisions the College has made to this program as it moves to reactivate the program in Fall 1987.

In Spring of 1987, the College reactivated its Drafting program and renamed it Designing and Drafting Technology to reflect a new emphasis on computer-aided design. The reactivated program has new courses in Computer-Aided Drafting, Geometric Dimensioning and Tolerancing and technical electives in Surveying and Survey Drawing, Advanced CADD and Civil Engineering Drafting. Students must also complete an additional six credit hours of technical electives in ENT courses. A total of 21 credit hours are required for completion of the program.

2. What impact does the College expect these revisions will have over the next two years on enrollments in the program? Provide specific enrollment projections?

Actual enrollment for the Fall 1987 semester is 19 students. The College projects this enrollment to increase to 30 students by the Fall 1988 semester and to 40 students by the Fall 1989 semester. Enrollments should level off to around 45 students. A greater impact is expected in the area of Computer-Aided Drafting and Design (CADD) as many students will enroll in specialty CADD courses but not pursue a program. We also anticipate adding more advanced options in CADD and an increase in continuing and contract educational offerings.

3. What success has the College had in keeping up with the high technology advancements associated with this program. Describe the nature and scope of recent equipment acquisitions?

The major high-tech advancement has been in the Computer-Aided Design and Drafting area. The College purchased eleven first class workstations utilizing AutoCAD software in 1986 and has filled every class offered to date. The College is purchasing five more workstations this semester which will give us a total of 16 workstations. The College has made a major commitment with the CADD equipment to support this program. No additional high-tech equipment is anticipated at the present time.

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Designing and Drafting Technology
Anne Arundel Community College

SBCC STAFF RECOMMENDATIONS/COMMENTS

The newly implemented program revisions represent significant and important changes to the Drafting curriculum at Anne Arundel.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Banking and Finance

PROGRAM HEGIS NUMBER: 5003-01

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

The major factors have been a lack of interest by students because there are no clearly defined entry level jobs for graduates of this program and there appear to be limited transfer opportunities.

2. At what level does the College expect the enrollment to stabilize?

The current program has been suspended for two years and no new students are being accepted into it.

3. What factors account for the low number of awards in this program?

See #1 above.

4. What does the College consider to be a minimum number of awards for a successful program?

We cannot estimate a minimum at this time.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Refer to #8 below.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

Refer to #8 below.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program was satisfactory.

8. The College recently requested and was granted approval to place this program on inactive status. What strategies have been developed for assessing the continuing need for this program at the Harbor Campus? To what extent has the Baltimore financial community been involved in this planning process?

The College is considering redirecting this program toward the Financial Services Industry, i.e., Insurance, Investment Advising, Stock Brokerage, Financial Planning. Accordingly, we will undertake a survey of these areas to determine needs and demand level. A new advisory committee will be established to assist with revising the current program or planning for a new one if appropriate results of the survey warrant. Graduates will also be contacted at that time, and some will be invited to serve on the advisory committee.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Community College of Baltimore requested in Spring, 1987 that the Banking and Finance program be made inactive effective Fall, 1987. The SBCC has approved that request. The program will remain inactive until Fall, 1989, prior to which time the College will have to decide whether to reactivate the program based on sufficient projected enrollments and job opportunities for students or to discontinue the program.

The College is urged to conduct a market analysis survey before any final decision about the program is made and to work closely with the members of the financial community in the Baltimore metropolitan area if it is determined that the curriculum should be modified or revised.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Enrollment in nursing programs nationwide has declined since 1984. Factors contributing to this trend seem to be:

- o More opportunities and career choices open to women. Some see a greater potential for advancement and higher salaries in other fields.
- o Low job satisfaction among practicing nurses. Some of these discourage others from entering the field.
- o A declining pool of 18 to 24 year olds who are available for a nursing career.

2. At what level does the College expect the enrollment to stabilize?

The best estimation is that enrollment will stabilize at around 112 admissions per year. That is, 64 Fall admissions and 48 Spring admissions.

3. What factors account for the declining awards in this program?

The decline in awards is attributed to:

- o A decline in admissions.
- o An increased number of high-risk, disadvantaged students. Many students require developmental courses in basic skills, as shown by their placement test scores. Some are able to attain their educational goals and others are not.

Some students are mature adults, single parents who work full- or part-time to support their families. They receive support services, such as tutoring, financial aid, and personal counseling, but these services do not always ensure student success.

Data obtained in 1986 and 1987 from 51 randomly selected nursing students who sought tutoring indicated that they were responsible for a mean of 1.2 dependents and worked an average of 18.1 hours per week while carrying an academic load of 10.2 credit hours. They spent 3.75 hours per night or 23.7 hours per week studying.

- o Wrong career choice. A few students decide after they start taking nursing courses that this is not an appropriate career choice; they usually drop out in the first semester.
- o Changes in health status. A few students drop out each year for health reasons.

4. At what level does the College expect the awards to stabilize?

It is expected that Nursing awards will stabilize at around 50 per year.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

On a yearly basis, nursing faculty meet with nursing service representatives for planning and evaluation purposes relative to the clinical experience of CCB Nursing program students. Agency personnel are consistently positive about CCB students and about the faculty using the clinical sites.

Faculty in specific agencies have an ongoing dialogue with nursing services concerning student experience.

The program advisory committee met twice in the past year. There are eight persons on the current advisory committee from agencies that employ nursing graduates.

Changes or revisions suggested by the committee include:

- o Develop a special recruitment package for nursing.
- o Students should have elementary knowledge of basic computer use.
- o High admission criteria for nursing should be maintained. If possible, raise the entrance GPA for students already in the College from 2.0 to 2.25.

6. What factors account for a satisfaction with preparation for employment that is below the State average?

This is a difficult finding to explain. The College, through the Office of Institutional Research, conducted a study of 1986 graduates.

Ten of the respondents were nurses. All had passed the licensing examination and were working in nursing. All stated they had excellent instructors and were well prepared.

In a survey of 1985 and 1986 nursing graduates that was conducted by the Nursing program, graduates indicated a high level of satisfaction with their preparation for work. Eleven graduates responded to the item, "I was well prepared for my first job as a registered nurse." Two strongly agreed with this statement, six agreed, and three were uncertain.

Another point which might be significant is that 54 percent of the graduates thought the actual practice situation differed greatly from the clinical setting while in school. This, however, is a phenomenon which is common to new graduates and is referred to as "reality shock."

7. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

Most of the cost for nursing is in salaries. CCB was the first associate degree Nursing program in the State. Of the 14 full-time faculty at the College, nine have been employed for twelve years or longer, with most having reached the upper levels of the pay scale. Most exceed minimum requirements for employment. For example, four have two master's and one has a doctorate.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent as shown by:

- o Full accreditation by the National League for Nursing.
- o Full approval by the Maryland State Board of Nursing.
- o High State Board examination passing rates.
- o Unsolicited letters from persons who have contact with students and graduates.

9. What action(s) does the College plan to take to address the above issues?

The main problem currently facing the Nursing program is retention of students. In order to alleviate the problem, the following is being done:

- o The College is enhancing the Basic Skills program. This is of primary importance for nursing and other curricula in order to facilitate student success.
- o A one-day workshop for nursing faculty on "Whole Brain Learning" is planned for the January 1988 inter-session. The goal is to expose faculty to a number of preferred learning styles used by students.
- o The academic advisement process has been revised. Students will be guided by specific faculty in their major, which is nursing.

10. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

There are enrollment declines and a nursing shortage in Central Maryland just as in other areas of the State and nation. Contributing causes seem to be those delineated in #1 above.

11. What recommendations can you suggest to turn this situation around?

Suggestions for alleviating the nursing shortage and also increase enrollment are:

- o Increase nurses' salaries.
- o Involve nurses in policymaking decisions in hospitals.
- o Encourage the community to value nursing as much as they do other professions, such as engineering or business.
- o Where possible, provide on-site or nearby child care facilities for nurses.

- o Listen to practicing nurses and seek ways to prevent burnout in those who work in highly stressful areas, such as critical care units.

12. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The transfer agreement seems to be working fairly well. However, more attention needs to be given to the academic performance of students transferring into baccalaureate programs. The rate of success, the attrition rate, and major problems confronting transfer students should be carefully monitored. Such data would prove invaluable in identifying successful aspects of the transfer process as well as any need for change or revision.

13. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

The program of learning should be more creative and based upon the assessed needs of the adult learner. A variety of teaching modalities and techniques should be more frequently introduced that more specifically address the learning styles of the adult learner. Didactic lecture style should be greatly enhanced by seminars, small group discussions, independent study, and a greater use of learning modules. Teaching/learning style should evolve from demographic data collected on students entering or enrolled in associate degree programs. Such data should be utilized in the development of associate degree curricula that are appropriately suited to the educational needs of students.

14. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

The task force needs to determine what attracts students into nursing and what retains them in the profession. In addition, the task force needs to explore ways in which courses at the community colleges could be made more accessible to and affordable for nursing students. Focus should be placed upon flexible hours for course study.

The task force needs to find creative ways of appropriating funds for nursing programs. The funds could be utilized to finance support services, such as tutoring and counseling. Support services are necessary to reduce the attrition rate and enhance the academic performance of students. The associate degree nursing student should have adequate facilities for individualized learning (use of computers and learning modules, adequate software, and other audiovisual aids).

Better salaries for nursing faculty are needed in order for programs to be competitive with the private sector and industry so that highly qualified faculty are recruited and retained.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Medical Records Technology

PROGRAM HEGIS NUMBER: 5213-01

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

This program has had enrollment declines because of the abundance of career choices available to women. Further, many other careers have higher salaries than Medical Records Technology.

2. At what level does the College expect the enrollment to stabilize?

It is anticipated that enrollment in this program will stabilize at around 35 students.

3. What factors account for the low number of awards in this program?

Some students enter the program to take selected courses which will allow them to advance in agencies where they are employed. These students are not interested in attaining degrees. On the other hand, some students work toward a degree but spread their studies out over several years, taking six or eight credits at a time. Still others become discouraged before completing the curriculum and either drop out or change majors.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The program advisory committee met three times in the past year. Thirteen of the committee members are from agencies which employ graduates of the program.

The primary suggestion made by advisory committee members was to offer a Coder Option Certificate. This suggestion was implemented.

The current program coordinator has spoken with representatives of hospitals who indicate a great need for medical records technicians. Several agencies also want to serve as clinical sites for students with the hope that students will remain with the agency after graduation.

5. What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?

The rise in discipline cost per credit hour seems to be directly related to enrollment declines in this curriculum.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program at this time seems satisfactory. It is fully accredited by the American Medical Records Association.

7. This program was recently granted statewide program status by the State Board for Community Colleges. What steps has the College taken to promote this statewide status to neighboring counties? Also, statewide status was granted contingent upon the College making changes to the program as requested by the Maryland Medical Records Association. What progress has been made in making these changes?

Statewide designation of the program was announced in the Journal of the Maryland Medical Records Association. Several inquiries were received as a result of this announcement. A brochure is being developed which will be distributed in Baltimore and the surrounding counties. It will give details about the program, including statewide designation. Students who drop out of nursing because they are dissatisfied with nursing as a career are being offered Medical Records Technology as a career option.

The previous coordinator of the Medical Records program resigned abruptly at the beginning of the Fall 1987 term. This unforeseen circumstance prevented implementation of other suggestions, such as offering courses at off-campus centers. A new coordinator has been hired. It is expected that the program will continue to move forward.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Despite the fact that there are increasing job opportunities for Medical Records Technicians in the Baltimore metropolitan area, enrollment in CCB's Medical Records Technology program has continued to decline significantly from 64 students in 1981 to 26 students in 1986. To help reverse this trend, in August of 1987, the program was granted temporary statewide designation for two years. This statewide status was contingent upon the College making changes to the program as requested by the Maryland Medical Records Association. The College is asked to submit a status report to the SBCC by June 30, 1988 on the progress made on each of the changes recommended by the Maryland Medical Records Association.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Construction Technology

PROGRAM HEGIS NUMBER: 5317-01

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

Enrollment in this program is now rising. With the geographic relocation of the program and its equipment to separate facilities at City College High School in the Fall of 1986, there has been an increase in enrollment, and this trend is expected to continue.

2. At what level does the College expect the enrollment to stabilize?

We are unable to predict the level of enrollment stability at this time, but it will be limited by the facilities available.

3. What factors account for the low number of awards in this program?

Lack of funds for proper equipment maintenance and the changes of space have promoted withdrawals and non-returns by students.

4. What does the College consider to be a minimum number of awards for a successful program?

We are unable to predict the number of awards for the success of this program at the current time.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The Construction Technology Drafting advisory committee met twice to review the program and recommend changes/revisions. Two of the committee members represent major employers.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is satisfactory. With implementation of the actions listed below, we believe it will become a high quality one.

7. What action(s) does the College plan to take to address the above issues?

An evaluation of the high school technical courses in this field offered by Carver, Edmondson, and Merganthal High Schools has been completed. A proposal is being prepared to grant advanced credit for high school students into the College program and offer a 2 + 2 tech-prep opportunity for students in these schools. The proposed program would include training in rehabilitation skills as well as new construction skills. On-site, supervised training, as well as work experience, is being explored with both private and nonprofit groups. (Computer software for construction management has been given to the College to support this concept.)

8. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The College serves the entire City of Baltimore. The increasing need of housing for low and middle income families will require both new construction and rehabilitation projects. Baltimore's new mayor, in campaigning for his office, established both education and housing as top priorities during his tenure.

SBCC STAFF RECOMMENDATIONS/COMMENTS

From 1981 to 1986, enrollment in the Construction Technology program has dwindled. In 1981, 71 students were enrolled in the program, while only 16 declared Construction Technology their program of study in 1986. Given the declining enrollment, low number of awards (two in 1986), and the College's own observation that "lack of funds for proper equipment maintenance" may have accounted for waning student interest, the health of the program seems to be questionable. The College is requested to inform the SBCC by June 30, 1988 of its future plans for the Construction Technology program. The response should include an estimate of the number of enrollments needed for the College to continue to commit funds and human resources to this curriculum and an indication of how the problem of limited facilities and funds for equipment maintenance (questions 2 and 3) will be addressed.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Heating, Air Conditioning, and Refrigeration

PROGRAM HEGIS NUMBER: 5317-02

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

This program was relocated into facilities at Lake Clifton High School in Spring 1987. The specialized laboratories were conducted off campus for the year before due to limited space at the Harbor Campus. The certificate offered at Patuxent Correctional Institute for their employees was completed in 1985. Employees of the Provident Bank who were taking specialized courses finished their training short of the requirements for an award. All of these factors have contributed to the enrollment decline.

2. At what level does the College expect the enrollment to stabilize?

The College is unable to estimate the level of stability at this time.

3. What factors account for the low number of awards in this program?

See #1 above.

4. What does the College consider to be a minimum number of awards for a successful program?

We are unable to predict the number of awards for the success of this program at this time.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory committee for this program was restructured two years ago to reflect a broader scope and was renamed Energy Resources Advisory Committee. Some of the changes recommended have been implemented, including the addition of a hydraulics course.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is satisfactory. The partnership with Lake Clifton High should help to build a very fine program.

7. What action(s) does the College plan to take to address the above issues?

Appropriate publicity is being prepared to advertise the new location as an adjunct of the College. We are recruiting current high school students from Mergenthaler and Lake Clifton High Schools. Regular college students attend the evening classes. The certificate will be offered at the Patuxent Institute again in Spring 1988.

8. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The program advisory committee believes there is a real vocational need for this program in Baltimore City. Some revisions and/or consolidations are planned as soon as feasible.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Heating, Air Conditioning and Refrigeration is an occupational field with good job opportunities for graduates. It represents a potential growth area for the College. The College is encouraged to reexamine the Heating, Air Conditioning and Refrigeration curricular offerings in light of the recommendations of the program advisory committee and recent technological developments in the field. A restructuring of the program might make the program more attractive to a wider range of students and lead to the increased enrollments essential to an effective and efficient operation of the program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Catonsville Community College

PROGRAM TITLE: Television Technology

PROGRAM HEGIS NUMBER: 5008-02

LEVEL OF AWARD: AA and Certificate

1. What factors account for the low number of awards in this program?

Few students who enroll have a degree goal. Most of the students (already degreed and working in the field) enroll in the program in order to take a few courses for personal enrichment and for professional development. Some of these students already have bachelor's degrees (some even have master's) but have found out that the College's courses and facilities will provide them with hands-on education and training which they did not get in their previous study at four-year institutions. There are also a few students who take a few production courses in the hopes of starting their own videotaping business. Some students transfer to College Park, Towson State University, and the University of Baltimore before completing the certificate or degree.

2. What does the College consider to be a minimum number of awards for a successful program?

Of the 50 students currently enrolled, the College would hope for at least two graduates each year. This small number expected for awards seems realistic since most of the students enrolled in the program already have college degrees and are taking courses to help them in existing jobs. Also, few employers are actively seeking AA degree holders for entry-level jobs.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory committee, which includes six employers in the Baltimore-Washington area, met twice in 1987 to advise the College about the characteristics of the job market and the design of the curriculum. This group recommended that the College revise the curriculum to offer what is now called the Corporate Production Certificate. The committee provided specific advice about new courses and internships for this program.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

The College recently sent out a survey to those students enrolled from the Fall of 1985 to 1987. Since the responses (below) were so few, another survey will be sent out.

Number of surveys	107
Responses	19
Employed	19
Unemployed	0
Employed full-time	11
Employed part-time	8
Program directly related to work	3
Program somewhat related	2
Program unrelated	14
Extremely satisfied with instruction	3
Somewhat satisfied	12
Unsatisfied	2
No response	2

5. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

The data on salary costs sent to the State Board for FY 1985 and FY 1986 reported that full-time faculty members were teaching some of the courses as a part of their normal load. In reality, these faculty taught the courses as overload. This error in reporting accounts for some of the higher cost for the program. Nevertheless, the program is more expensive since it must carry some of the costs for maintaining and upgrading equipment for a modern television studio.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is satisfactory. Companies who have had interns have been pleased with work of the students. Former students working in the field have recommended the College's program to other students. Students who have bachelor's degrees in this field of study have indicated that the coursework has provided them with valuable education and hands-on training which supplements their previous education.

The College hopes to develop the program into one that is considered excellent. To do this, it needs to consider hiring a full-time person who is trained in production and corporation television and instruction. Upgraded equipment is also needed, including an additional color studio, broadcast quality equipment instead of industrial equipment, and more graphics capabilities (graphics generators, digital effects units, and A/B Roll Editing Systems). The College will analyze the cost-benefit ratio of this level of upgrade.

7. Over the past few years, the College has accomplished several major revisions to this program. What impact have these revisions had or will they have on the enrollments and overall viability of this program, the only one of its kind in the State?

The College's recent work with the advisory committee has provided the most significant revision. New students are coming into the program who have found the revision of the Corporate Production Certificate tailored to their needs. The College expects the number of internships to increase, also. However, the College is in the process of reviewing the Production Maintenance degree and certificate options since more information is needed about the availability of jobs for maintenance work and about student interest in studying the more technical side of television work. The College intends to determine soon whether or not the Maintenance option needs to be redesigned and/or housed in the Electronics program, or discontinued.

The recent revision of Corporate Production Certificate is the significant change in the program. The advisory committee, which helped the College design this certificate, has also indicated various employers are receptive to taking interns. As for the uniqueness of the program, the College will apply for Statewide designation for the program. If the State Board for Community Colleges is receptive to such a designation, perhaps that will encourage added enrollments and program completions.

SBCC STAFF RECOMMENDATIONS/COMMENTS

It is difficult to justify maintaining career programs--even high quality programs--when students do not get jobs in their field of training. In the survey conducted by the College of students enrolled from Fall 1985 to 1987, only three of the 19 students who responded to the survey indicated they were employed in positions directly related to their program of study (see question #4). Given the low number of program completions and the special costs related to the maintenance and upgrading of equipment for a modern television studio, the College is encouraged to reevaluate this program from the standpoint of efficiency and cost effectiveness. If recent program revisions do not result in a substantial increase in enrollment and job placements directly related to the students' program of study, the program's future viability should be questioned.

The College is requested to clarify the title of the new Certificate option. The SBCC files indicate that the option was approved as Corporations Production rather than Corporate Productions.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Catonsville Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

The decline in enrollment is due to a variety of causes, including increasing career options for women, confusion about the entry into practice issue, publicity about cost containment measures in the health fields (closing hospital beds, layoff of personnel), fear of AIDS, negative attitudes of working nurses, poor public image of nursing, and lack of adequate financial aid for the mature student who must support a family.

2. At what level does the College expect the enrollment to stabilize?

The class size of the first course in the nursing sequence gradually increased from 1965 to 1979 in an effort to meet community needs and student enrollment demands. Due to staffing and limited clinical placements, class size was limited to 80 entering students each semester. The very sudden decline in enrollment does not provide enough historical data for a reliable prediction of enrollment stabilization; however, it seems that 50-60 students might be expected to enter in the Fall semester and 25-35 to enter in the Spring semester. Fall 1987 enrollment in the beginning class was 45. Current enrollment in the prerequisite biology courses seems to indicate that nursing enrollments will increase slightly in the near future.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory committee, which includes 14 nursing directors of agencies used for clinical placement of students and employment of graduates, met once in the Spring of 1987. The committee provided significant input when the curriculum was revised three years ago. The need for the program is evident in the continuing efforts of agencies to recruit the graduates.

4. What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?

The following factors contribute to the discipline cost which is not consistent with the average discipline cost at the College:

- o Clinical teaching ratio of 1:8.
- o Seniority of faculty which translates to higher salaries.
- o Full-time faculty teach all courses and clinical labs; no adjuncts are used.
- o Decline in enrollment factored into the fixed cost of nursing salaries.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent as evidenced by the licensure examination pass rate--90 percent for February 1987, 94 percent for July 1987. Surveys of both graduates and employers of graduates indicate a very high level of satisfaction with the program. Hospital recruiters continue to express a preference for Catonsville graduates.

6. What action(s) does the College plan to take to address the above issues?

The College has targeted the program for increased publicity and marketing and has assigned staff to the admissions office to help recruit nursing students.

7. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

The three general hospitals nearest the main campus have an average vacancy rate of 15 percent for RN positions.

The serious nursing shortage and the decline in enrollments may be due in part to:

- o Hospital announcements about closing beds and layoff of personnel.
- o Confusion about degree requirements for licensure as a registered nurse.
- o Other career options available to women.
- o Inadequate guidance in the secondary schools due to a lack of current information about a career in nursing.
- o The fear of contracting AIDS.
- o A variety of problems within nursing, such as retention of working nurses, working conditions, salary, and image.

8. What recommendations can you suggest to turn this situation around?

Higher salaries and better working conditions should be sought. An expanded pay scale should be created to eliminate salaries topping out after 5-7 years. More focus and emphasis should be given to recognizing a nurse as a health care provider and a team member working with physicians rather than a handmaiden. Males should be encouraged to enter nursing, LPNs should be upgraded, and hospitals and colleges should coordinate PR activities. Some of the work mentioned above could be done or at least stimulated by the Governor's Task Force to Study the Crisis in Nursing and the newly created Maryland Hospital Association Center for Nursing. Finally, financial aid from hospitals and the State should be sought to encourage students to pursue nursing careers.

9. The development of associate degree nursing programs has truly been one of the great success stories of the American community college movement. However, given the ongoing discussions within the nursing profession on the need for the baccalaureate degree as the minimum requirement for entry into registered nursing practice, what do you think the long-term future holds for associate degree nursing programs/

Associate degree nursing programs have been successful because they have been accountable, accessible, and affordable. The graduates have strong work histories in community hospitals and other health care agencies. These factors will continue to make associate degree nursing programs viable options for those seeking a career in nursing.

The articulation with baccalaureate programs and the career ladder concept are two additional elements of the strength of such programs. The market place will probably dictate the resolution of the issue of minimum requirements for entry into practice. Nursing faculty at the College and the College administration think that associate degree nursing education will prove its worth in the years ahead.

10. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

Very few recent graduates have pursued articulation. Graduates seem to prefer the plan which allows them to earn credit-by-examination for nursing courses, complete the additional general education requirements at the community college, and transfer to the baccalaureate program for the remaining nursing course work.

It would be helpful if the validation process for articulation could be simplified.

11. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Nursing faculty and administrators should increase their personal contacts with students who have indicated interest in health care or science. This can be accomplished through visits to college science classes, the high schools, the junior high schools, and even the elementary schools.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Catonsville Community College

PROGRAM TITLE: Interpreting for the Deaf (Statewide)

PROGRAM HEGIS NUMBER: 5599-05

LEVEL OF AWARD: Certificate

1. The College was granted authority to begin offering this program in Fall 1984. No enrollments have been reported in the program to date? What is the status of the program? Does the College still plan to move ahead with full implementation of the program?

The Interpreter Training program's enrollment has been steadily increasing since its implementation in 1984. The Fall 1986 enrollment was 59; the Fall 1987 enrollment was 76. It is possible that there has been some mixup in the code numbers used by the College and those used by the State Board. The College does plan to move ahead with full implementation of the program, which received statewide designation in the Fall of 1986.

2. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The program coordinator has met with representatives from the Baltimore County, Baltimore City, Anne Arundel County, and Howard County school systems. Contacts have also been made with interpreter referral agencies in the Baltimore-Washington area: Centralized Interpreter Referral Service in Baltimore and Sign Language Associates, Inc. of Washington, DC. The Community Support Services for the Deaf (the primary program serving deaf individuals in Baltimore City), the Albert Witzke Medical Center (the major provider of health care services to the deaf in Baltimore), the Red Cross, and the Coalition for the Handicapped of Baltimore County are but a few of other employers the College has contacted.

The six-member advisory committee, which includes four members who are potential employers of future graduates, met once in 1987 and recommended the following:

- o Require That ITR 111 (Nonverbal Communication as a Sign Language Base) be a prerequisite course to American Sign Language I (ITR 101).

- o Revise the ASL curriculum.
- o Develop an ASL immersion program for advanced sign language students.
- o Develop and implement a videotaped library loan system for students in the program.

3. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The College considers the program satisfactory. The program coordinator promotes the total immersion approach to the teaching of ASL rather than the more common vocabulary approach used in most signed English classes in the area. When students finally finish the program and find employment, then the College will have the opportunity to determine the quality of the program. Employers and users of interpreter services will be surveyed to find out what they think of the calibre of the training and education of the students they have hired and/or the services they received.

4. **What action(s) does the College plan to take to address the above issues?**

- o Hire ASL consultants to assist instructors in improving the ASL instruction.
- o Continue to offer in-service training for adjunct ASL instructors.
- o Encourage students to take part in off-campus activities in the deaf community.
- o Develop and implement a loan system (home use) of the sign language videotapes.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Concerning the reporting of enrollment, awards, and follow-up data (see question #1), the College should report these data under HEGIS No. 5599-05, not 5509-05 as shown in the original program proposal.

The College is encouraged to promote the statewide status of this program in marketing efforts to prospective students.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Cecil Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Cecil's Nursing program has not experienced a major decline in enrollment. In September 1981, 30 students matriculated into the first freshman class of nurses. In 1987, 32 students matriculated into the program. There are 35 spaces open for prospective nurses in each September class. Each year between 35 and 40 students have been accepted in April for the September class; whereas, the number who actually matriculated ranged between 30 and 40.

2. At what level does the College expect the enrollment to stabilize?

Though we have not had a decline in matriculated students, we had fewer inquiries about and applications to the program in 1984, 1985, and 1986. This was attributed to several factors:

- o The backlog of prospective students who were waiting for the new program to begin had been counseled and tracked into the program from 1981 to 1984.
- o The short-lived "over supply" of nurses during the years that hospitals were changing to prospective payment plans, discouraged applicants.
- o This program is the only one in Cecil County, so it is in demand.

In 1987, the shortage message pervaded the hearts and minds of the public; thus inquiries and applications have increased. We have twice as many applicants for September 1988 as spaces available.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Employers with whom Cecil has affiliated contracts, both within and outside Cecil County (Harford County; New Castle County, Delaware; and Chester County, Pennsylvania) recruit graduates from Cecil each Spring. Our graduates have an excellent reputation for being well prepared theoretically and clinically. Every graduate who seeks employment gets a position upon graduation prior to taking the NCLEX-RN exam. Most graduates receive excellent evaluations from employers six months following graduation.

The program advisory committee meets biannually, in October and March. The primary purpose of the committee is to provide a forum for exchanging information regarding changing health care needs in the community, legal issues and legislation impacting nurses, recruitment and retention trends, and continuing education for graduate nurses. Since six of the agencies that take affiliating nursing students and seven agencies that hire graduates are represented on the committee, there is always a healthy dialogue directed toward problem solving to maintain the status and image of nursing in the community.

A third area requiring problem solving is recruitment of high school students into the discipline of nursing. Through efforts of the member who is a high school guidance counselor, opportunities are being explored to bring nurses into the middle and high schools on career days and/or when units on career options are being studied. Both the multiple roles and desirability of a nursing career are being presented to students. This project will continue for the next several years.

4. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

Nursing is a labor intensive discipline. There is one full-time nursing faculty member for every ten nursing students, plus a nursing director. All nursing faculty have master's degrees, at least, thus placing them on the salary schedule at an assistant professor level. No part-time nursing faculty are employed at Cecil Community College. No other programs are included within the discipline.

Also, enrollment figures include students taking arts and science support courses (not all of whom may continue into nursing courses), as well as enrolled nursing students. Thus, numbers of annual graduates are low compared to total number of students enrolled, indicating a false attrition rate within nursing.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The Nursing program at Cecil is excellent. It received MSBEN final approval in 1985 for five years, NLN accreditation in 1984 for eight years, and the Award of Excellence from the Maryland State Department of Education in 1985. In addition, this program is one of four associate degree nursing programs in the U.S. to be based on the Neuman Systems Model. Having a full-time faculty ensures a quality program.

6. **What action(s) does the College plan to take to address the above issues?**

Recruitment - continue efforts to promote nursing.

Retention - continue strategies already successful.

Cost - a fact of life.

It would be deleterious to the program and to student education to decrease full-time faculty and increase part-time faculty.

7. **Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Cecil County, being a rural county, bordered by Delaware and rural Pennsylvania, tended not to experience the nationwide trends as early or as severely as other areas of the State. County agencies maintained adequate staffing through 1985. Agencies rarely recruited; they waited for new graduates to come to them. This changed in 1986 and 1987 when fewer graduates sought employment in county agencies. New graduates went to neighboring states and the City of Baltimore where salaries to start were between \$2,000 and \$4,000 higher than salaries in Cecil County. By 1987, agencies had begun active recruitment and educational mobility programs to attract and retain nurses.

The agencies through the effort of the advisory committee are providing incentives for nurses through higher salaries, educational advancement programs, and tuition reimbursement. The local high schools are promoting the field of nursing on career days. Thus, it appears the interest in nursing is increasing.

8. What recommendations can you suggest to turn this situation around?

The following strategies to improve this situation are recommended:

- o A massive education program sponsored by colleges, hospitals and other health agencies to promote nursing as a profession, valued by the public, physicians, hospital administrators, etc.
- o Realistic portrayal of nurses as professionals who do have a high degree of autonomy would help to improve the "handmaiden image" of nurses.
- o Nursing salaries must continue an upward trend and reflect the education a nurse receives.
- o Nursing education programs of varying length will attract individuals from different socio-economic backgrounds.
- o Greater support for the nursing programs within the community.
- o A mandatory orientation for physicians at a health facility introducing them to and explaining the role and function of the nurse.
- o Have peer review of nursing care on units.
- o Re-evaluate periodically, acuity levels versus staffing levels and populate units, not by the number of beds available, but acuity level of nursing care needed (not medical diagnosis but nursing diagnosis).
- o Have government and third party payer reimbursements made on nursing diagnoses, particularly including teaching needs, and not just skilled nursing care.

- o Implement incentives for providing better quality nursing care (not just sending the more complex or more difficult clients to areas that give the better care) but incentives like sharing of profits with staff on units that give high level care and/or decreased hospital stays.

9. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The model has a very positive psychological effect. From an actual viewpoint, the model has been a motivator for RNs to return to school.

Although the articulation model has been a mechanism to facilitate educational mobility while retaining the integrity of AD and BS programs, there are some problems which need to be addressed:

- o Methods need to be devised to evaluate credits earned in secondary or proprietary schools.
- o A validation committee should review AD and diploma programs every few years to ensure that the original educational criteria are being met.
- o SBHE must be held in check from changing its policies regarding total number of credits allowable for transfer. Originally, a total of 90 credits could be accrued; this number is now 62.
- o Coursework validated by methods other than challenge by exam should be explored and recommendations made.
- o The model should be broad enough to include LPN to RN and RN to BSN while maintaining excellent educational standards throughout.
- o Program to program articulation should take precedence over course to course articulation.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and directions of associate degree nursing, what would that advice be?

My advice to community college colleagues is that we need to get the community, clients, and employers of nurses to take pride in the programs and their product. Further, we must realize that BSNs and four-year colleges are not the enemy. For the good of nursing as a profession, it is imperative that all nursing faculties on all levels work together to advance the nursing profession.

11. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

The task force needs to assume a facilitative role by encouraging communication and collaboration between nurse educators and nurse service administrators. Nurse educators must continue preparing nurses to fulfill health care needs and nurse services administrators must use nurses prepared at different educational levels in ways to assure effective client care. By working together, nurses can address the shortage issue.

In addition, the task force needs to utilize and coordinate the fine resources that are established in nursing in Maryland rather than presenting new goals and action plans.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Cecil Community College

PROGRAM TITLE: Sanitary Technology

PROGRAM HEGIS NUMBER: 5408-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

Low enrollment can be attributed to three factors:

- o Low salaries paid by local treatment plants and overall apathy of the workers in the field.
- o A great diversity of process types used by local treatment plants.
- o A lack of basic skills (reading, writing and math) of applicants for the program.

2. What is the minimum number of students needed to offer a successful program?

A successful program can be maintained with 15 students.

3. What factors account for the low number of awards in this program?

Many of the students in the Sanitary Technology program are taking courses to meet minimum State training requirements and do not have as their goal the completion of the certificate program. Therefore, although they do not complete program requirements, they are successful completers in that they have met their own training goals.

4. What does the College consider to be a minimum number of awards for a successful program?

As stated above, awards or program completions are not the only indicators of a successful program. Our goal is to prepare local students for jobs in the field of sanitary technology, some may be completers, some may not. If we are meeting local training needs, the program is successful.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

We are currently working with several municipalities within the county and with the county to establish an apprenticeship program for sanitary technology. Through these meetings, several curriculum changes have been recommended, including the addition of several new courses. We are now working to implement these changes. Currently, the advisory committee does not employ graduates; however, most members employ individuals who have taken one or more courses at Cecil Community College.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

We were unable to identify the minimum number of graduates to complete this request for reasons stated above.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Program quality is excellent. Changes suggested by local agencies as we develop an apprenticeship program should help to maintain the quality.

8. What action(s) does the College plan to take to address the above issues?

Implementation of advisory committee suggestions and the establishment of an apprentice program should help increase enrollment. A reorganization of the certificate program that includes options for specialized training is being considered as a solution to increase the number of program completers.

9. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

Even with the low number of program completers, we believe the program does meet an important need in the College's service area. We are considering program revisions and do not suggest that the program be discontinued.

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SBCC STAFF RECOMMENDATIONS/COMMENTS

Since 1983 the Sanitary Technology program has enrolled a total of nine students, and during that period only one student has received an award. All were part-time students. By the College's own standard of a minimum of 15 students per semester (see question #2), these figures do not support the conclusion that the "program meets a clear and important employment need in the College's service area." Given the position of the College that it does not wish to discontinue this program, the College is requested to submit to the SBCC by June 30, 1988 a status report on any proposed revisions and/or options to the Certificate program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Charles County Community College

PROGRAM TITLE: Office Technology

PROGRAM HEGIS NUMBER: 5005-01

LEVEL OF AWARD: Certificate

1. What factors account for the declining enrollment in this program?

The Office Technology faculty recognizes a slight decline in enrollment. It is important to note that in 1984, the Word Processing option was added to the curriculum, resulting in a surge in enrollment. Enrollment dropped 25 percent between Fall 1985 and Fall 1986 but has stabilized in the past three semesters at 66-70 students. The number of graduates has increased from ten in 1984 to an average of sixteen per year in the past three years. The faculty feels that there are two main factors influencing enrollment: (1) noncredit course offerings and (2) employability of students.

The Continuing Education and Community Services Branch enrolled 124 students during 1987 in noncredit courses, such as beginning Typewriting, Intermediate Typewriting, and Basic Word Processing. The Office Technology Department and Continuing Education are serving and, in a sense, competing for the same student population. The College has greatly increased the number of students served in related courses; the student makes the choice of credit or noncredit.

Due to the favorable economic conditions in the La Plata/Waldorf and Metropolitan DC areas, many students leave for employment after obtaining entry-level marketable skills. Many students are returning women who want to enter the job market as quickly as possible. When surveying entrants and graduates, the College also asked the respondents to indicate their age. The average age of those responding to the survey is 27.

2. At what level does the College expect the enrollment to stabilize?

The office technology faculty and the Institutional Research Department feel that with the present level of noncredit enrollment, the credit enrollment will stabilize in the 60s for the next few years.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The office technology faculty is in frequent contact with potential employers about the Office Technology program. Cooperative education is a component of the program. Through cooperative education, the faculty has an opportunity to communicate directly with those most likely to employ graduates. Co-op allows the employers to express their needs for skilled workers and, furthermore, allows the office technology faculty to continually refine the curriculum to meet the needs of the business community. Other activities, such as attendance at Chamber of Commerce meetings and Phi Beta Lambda activities, foster a positive relationship with the business community.

In December 1987, the department participated in the DACUM process. Secretaries and employers from area businesses had an opportunity to identify skills needed for success on the job. DACUM permitted the participants to examine the current certificate programs at the College.

The faculty views the process as a very positive step toward further refining the program. In the next several months, curricula changes will be considered in response to DACUM recommendations. The advisory committee met on January 12 to consider proposed changes. Over 50 percent of the advisory committee members employ graduates. The findings of DACUM will further enhance the employability of the graduates of the program.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

The office technology faculty surveyed entrants of the program. Graduates of the program were surveyed by mail or by phone. The results of the follow-up survey are as follows:

	<u>Number</u>	<u>Percent</u>
Number of surveys	30	
Number of respondents	26	
Average age	27	
Response rate		87%
Full-time job:		
Directly related	9	35
Somewhat related	2	8
Not related	0	0
Part-time job	10	38
Transferred, not employed	0	0
Seeking work, not employed	2	8
Military, home responsibilities	3	12
Transferred, regardless of employment	0	0
Achieved personal goal:		
Completely	16	62
Partly	10	38
Not achieved	0	0
Satisfied with instruction	26	100%

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The Office Technology faculty feel that the program is of excellent quality.

6. What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.

There are two microcomputer labs available for use by the Office Technology classes on the main campus. There are ten IBM clones (Epson Equity IIs) in these labs, as well as four Epson printers in the IBM lab and three Panasonic printers in the Epson lab. There are two microcomputer labs with 20 IBM computers and six printers available for use by the OFT classes at the Smallwood Village campus. Additionally, ten Hewlett-Packards, ten IBM, and ten Epson Equity II microcomputers are available at the St. Mary's campus. Sixteen IBMs and three Epson printers are available in Calvert County.

The programs use the above-mentioned labs for Beginning and Advanced Word/Processing and Micro-computer Software Applications for Business. Electronic typewriters are used in the Office Technology program.

7. Most of the colleges with this program offer an AA (in Executive Secretarial Science as well as Office Administration, for example). Does the College foresee an eventual need to reinstitute the AA curriculum that it discontinued several years ago? If so, what are the College's plans in that regard?

At the present time, there does not seem to be a need for an AA curriculum. The faculty will consider the possibility of reinstating the AA as they take action on the recent DACUM process and evaluate employer needs.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Charles County Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Enrollment in the Registered Nursing program at Charles County Community College has been relatively consistent, 20-25 first-year students and 35-40 second-year students. Enrollment of advanced standing students has increased over the last three years.

At the same time it must be recognized that national and state trends demonstrate a decrease in enrollments in nursing programs at all educational levels. The decrease in enrollments has been described as a "feminist backlash." Opportunities abound in all professions now for women. Career counselors in high schools have become conditioned to direct females to traditionally non-female professions/occupations although the reverse is not true--that is males are not directed to traditionally female professions/occupations.

2. At what level does the College expect the enrollment to stabilize?

The College has responded to the need for nurses in the other two counties it serves by offering first-year nursing courses in Calvert County since 1981 and in St. Mary's County beginning this year. Enrollment at these satellite centers varies between 8-15 students. We expect our enrollments to continue at the same level; approximately 40-50 first-year enrollees with approximately 35-45 graduates per year.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

To some extent nursing shortages are a cyclical phenomenon. The last major shortage was in 1980. Part of this phenomenon in the past has been a move toward increased marketing and recruitment, extra perks to attract people into nursing, and eventually a semi-glut as the pendulum swings.

In 1984-85, the Tri-County area saw the pendulum swing. Pre-graduation surveys of students showed that only 50 percent had been offered the full-time positions they desired. Many of these were LPNs whose former positions were converted to RN positions as county facilities began to decrease LPN positions in acute care, especially. Of the remaining 50 percent, 22 percent had been offered part-time positions and 28 percent were still looking for positions. That was an unusual occurrence in this area. The rule has been that by the time pre-graduation is completed, during the last week of classes, 90-95 percent of the students have secured positions and are ready to start June/July internships in local health care facilities.

During this "abundant period" of 1984-85, area nursing directors hired as many people as they could part-time, foreseeing that the over supply would not continue. Turnover rates in area hospitals at this time were about 20 percent annually, with St. Mary's Hospital experiencing a 30-35 percent turnover since they often hire dependents of personnel stationed at the Patuxent Naval Air Station. Graduate surveys in 1986 and 1987 indicate that those graduates desiring full-time employment have had no difficulty securing it.

Some percentage of part-time employment will always continue since:

- o The majority of nursing students at community colleges are nontraditional (single parents, returning women with personal and familial obligations that require flexible schedules).
- o The recent placement of the University of Maryland BSRN Outreach Program on the Charles campus will mean more students will go to school part-time and work part-time.
- o Recent changes in health care delivery, including increased financial monitoring due to federal DRG Guidelines, have increased patient acuity. This situation, in turn, has increased overtime, decreased opportunity for personal contact and caused a decline in job satisfaction.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory committee for the associate degree nursing program meets yearly. Although the committee meets only once a year, the program director meets regularly with many of the members at other organizational meetings. The director is a member of the Southern Maryland Nurse Executive group which meets every two months.

Members of the advisory committee have been heavily involved in curriculum planning and evaluation in the last two years as the College prepared for national accreditation by the National League for Nursing.

Off campus nursing courses were initiated at the suggestion of various advisory committee members from those counties. This past year the second year curriculum was changed to strengthen the gerontological component at the request of the advisory committee members representing long-term care facilities.

Graduates of our program are primarily employed by the agencies represented on our advisory committee.

5. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

Evaluated on a course to course basis, nursing discipline cost is higher primarily due to the instructor/student ratios required by State regulatory agencies and cooperating agencies. Cooperating agencies require a minimum of one instructor to ten students in our geographic area. Agencies in other areas have re-evaluated this and some are requiring as few as eight students to one instructor.

Other increased costs are due to instructional equipment and supplies that must be purchased for simulation in campus labs to prepare students for practical application.

Evaluated on a program basis, nursing program requirements fuel other College departments and produce FTEs that would not be there without the nursing program, e.g., Anatomy, Physiology, and Microbiology.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

In January 1987 the associate degree Nursing program was granted full accreditation by the National League for Nursing. Recently, the Nursing program was given five-year approval by the Maryland State Board of Nursing.

The Registered Nursing program at Charles enjoys a good reputation with area health care facilities and the quality of the program has been judged excellent in the follow-up questionnaires from graduates and employers.

7. What action(s) does the College plan to take to address the above issues?

The College plans to continue its support of the associate degree nursing program and its maintenance of high national standards.

The issue of declining enrollment was singled out for action during the 1986-87 academic year with the addition of a part-time nursing counselor. The director and the nursing counselor have mapped out recruitment strategies over the next three years. The two major areas of emphasis are middle and high schools and area facilities employing LPNs.

The College has contracted with an extended care facility to provide developmental courses on site for geriatric nursing assistants who wish to become licensed practical nurses.

The College has actively supported the work of the ad hoc committee of Associate Degree and Licensed Practical Nurse Educators who are establishing standards for practical nurse programs in the State. Such programs may become part of an articulation model which would facilitate the mobility of LPN graduates into RN programs.

8. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

Previous responses have included comments on the decreased enrollment and nursing shortage issues.

Briefly, the Tri-County area of Southern Maryland is also experiencing a severe nursing shortage. The shortage is especially apparent on the less popular shifts, e.g., nights, and in critical care areas. Some institutions are relying more on temporary help, either hired through an outside agency or from the hospital's own roster of substitutes. One hospital has designated a new care-giver, "the Medical-Surgical Technician." Usually a second year nursing student or nursing assistant with experience is hired in that role. Some hospitals, unable to maintain adequate staffs, have closed down beds. One local hospital has recently received a grant to build a child care center for employees.

Explanations for the nursing shortage and enrollment decline are:

- o Non-competitive salaries.
- o Little opportunity for advancement.
- o Increased opportunities in other professions for women.
- o Lack of ability to attract more men into the profession.

9. What recommendations can you suggest to turn this situation around?

The faculty believe that now is the time to maximize marketing of the associate in arts degree in nursing. This is also the time for recognizing complementarity of nurses; that is, the need for nurses at varying levels of education. To provide the best quality affordable nursing care at the bedside, we must maintain the licensure and scope of practice of those who provide the direct care.

10. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

To date there has been no difficulty with the statewide articulation model. The fact that it is in place and that the BSRN Outreach program is being offered by the University of Maryland on the Charles County Community College campus will encourage our students to go on educationally. The articulation alone without the outreach would not benefit a large number of our students because most choose not to drive the many miles to a State college or university.

One concern is that it be utilized as a program to program articulation as it was set up, not an individual to program articulation.

11. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Stress the need for preparation of nurses at various educational levels. Quantity and quality are on the side of the community college graduate. Programs are accessible and affordable and graduates have proven accountable through State licensing examinations. The community college must continue to be pro-active. Maryland can be a model for the nation.

12. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

It is important that tuition assistance, stipends or other financial aid be made available to other levels of education, not just baccalaureate level as recommended by the 1980-82 Commission report. Additional budgeting as well must be done for faculty to devote to marketing efforts.

Articulation again should be stressed. There is a common core of nursing knowledge. An individual should be able to start at one level and proceed to the highest level of his/her aspirations without barriers. Therefore, support of the LPN/ADN articulation by this task force is most desirable.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Chesapeake College

PROGRAM TITLE: Radiologic Technology

PROGRAM HEGIS NUMBER: 5207-01

LEVEL OF AWARD: AA

1. What factors account for the low enrollment in this program?

The number of students who can be admitted to the program is limited by the clinical facilities, technologists available to supervise students, and patient examinations done per year. Program capacity is 14 students with no more than nine students accepted in any freshman class. Admissions to the actual Radiologic Technology program courses were seven in 1983, three in 1984, five in 1985, and four in 1986 and 1987. Three students have been dismissed over the course of the program. Some students have used a three-year tract to complete requirements for the Radiologic Technology program.

Another factor leading to low enrollment is the entrance requirements, which include math requirements that many students cannot meet.

Also, a problem with low enrollments has resulted from a limited recruiting program. In the past, the instructors were the only active recruiters. Based on recommendations by the program advisory committee, the instructors, the associate dean, and the accreditation review team, a marketing effort will be instituted to actively disseminate information on the program and recruit potential students to meet program capacity.

2. If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?

Estimates of full-time enrollments were twelve per year for each academic year beginning in 1983. Graduates were estimated at six per year beginning in 1985. Actual program enrollment is therefore lower than the estimates for the reasons given in previous answers.

3. What factors account for the low number of awards in this program?

Low program capacity limits the total number of students to 14 and therefore the total number of graduates. Maximum capacity for any entering class is nine which assumes a two-year completion time. To date, the program has enrolled 23 students. Of these, twelve have graduated, three have dropped, and eight are still in the program. The low number of awards is therefore directly related to low program enrollment. Given the low enrollment in the program, the number of awards is not unreasonably low.

Additionally, students who enroll in the program cannot meet the minimum requirements in math and are never admitted to actual Rad Tech program courses.

4. What does the College consider to be a minimum number of awards for a successful program?

The number of awards for a successful program is obviously dependent on a number of factors, i.e., program capacity, total enrollments, program difficulty, etc. Given the low capacity of the program in question and its difficulty, the minimum number of awards for a successful program would be four or five per year. The number of awards in the Rad Tech program has averaged three per year and needs to be increased through increased initial enrollment and retention.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Contacts take place often between program members and employers. Given the nature of the program, employers are the program's clinical affiliates. The major affiliate, Memorial Hospital, the minor affiliates, and local clinics and private offices employ most current students and over half of the graduates. A supervisor and registered radiographer from each hospital affiliate serves on the program advisory committee leading to close College-employer contacts. Employers support the curriculum and feel there is a tremendous need for the program on the Eastern Shore.

The advisory committee last met in June of 1987. Program recommendations were limited for two reasons. First, there has been a high turnover on the advisory committee. Second, given the accreditation review for the program, recommendations were limited.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

	<u>Number</u>	<u>Percent</u>
Number of respondents	15	
Full-time job directly related		67%
Part-time job directly related		33
Have jobs in five-county service area		100
Achieved personal goal		100
Satisfied with instruction:		
Very satisfied		67
Satisfied		33
Preparation for employment:		
Very good		67
Good		33
Why students chose Chesapeake:		
Convenient		87
Inexpensive		67
Immediate employment opportunity		67
Rating of program by students:		
	<u>Very Good</u>	<u>Good</u> <u>Fair</u> <u>Poor</u> <u>Very Poor</u>
Classroom instruction	87%	13%
Overall quality	7	93
Class scheduling	2	86 2%
Faculty availability	7	80 13
Quality of lab equipment	6	80 8 6%
Overall percentage	23	71 6 1
Overall satisfaction		100%
Recommend to prospective students		100%

7. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

The program can only accommodate a small number of students (much smaller than other programs). The specialized equipment and instruction is also expensive. When these two factors, along with a slightly less than average enrollment rate, are combined, the program cost for the discipline is extremely high.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Program quality is excellent. This is based on discussions with former students, hospital employees/advisory committee members and review of the accreditation committee report. In addition, results of the American Registry of Radiologic Technologists National Exam indicate graduates of the program have consistently passed and scored above average.

9. Both Chesapeake and Wor-Wic Tech offer this program on the Eastern Shore; and both programs suffer from low enrollments and high costs. What discussions has the College had with Wor-Wic Tech about the possibility of jointly providing resources for this program? What is the potential for cooperative arrangements in this area?

No discussions have taken place as there is no realistic possibility of cooperation. Given the distances and territory covered by both colleges, the notion of a joint program would greatly impact students in either service area. Chesapeake's service area is five counties and currently students must travel long distances to attend the program. Hospital affiliations necessary to train the program participants limit cooperation also due to the great distances students would have to travel.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to expand its marketing efforts and develop effective strategies for retention. While the program is of high quality, cost effectiveness may make it difficult to maintain if enrollments do not increase. Special attention should also be given to devising ways to make it possible for otherwise good prospective students to develop the math skills necessary to enter and succeed in the program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Chesapeake College

PROGRAM TITLE: Developmental Disabilities

PROGRAM HEGIS NUMBER: 5503-02

LEVEL OF AWARD: Certificate

1. The College was granted authority to begin offering this program in Fall 1984. No enrollments have been reported in the program to date? What is the status of the program? Does the College still plan to move ahead with full implementation of the program?

Since the Fall 1984 semester, the College has been offering courses in Developmental Disabilities leading to a certificate in the program.

Further, College records, which list students by curriculum, differ from the PDM report. The numbers of students in the Developmental Disabilities curriculum for the major semesters are as follows:

Fall 1984 - 0	Spring 1985 - 12
Fall 1985 - 10	Spring 1986 - 9
Fall 1986 - 21	Spring 1987 - 11
Fall 1987 - 20	

Reporting errors between the College curriculum code and the State reports are responsible for the error. The error has been corrected and proper enrollment numbers will be reflected in the next HEGIS report.

The College has already implemented the DMD program and the first certificate graduates are expected in the Fall 1987 semester. To date, no students have graduated from this program; however, of the 20 students currently in the program, 19 are part-time.

2. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Employer contacts are frequent as most employers are represented on the program advisory committee. Employers have indicated a desperate need for the program in order to train current employees and provide for a pool of potential employees.

The program advisory committee met nine times in the last calendar year. The changes noted by the employers are the same as those for the program advisory committee. Employers and other members of the program advisory committee have suggested changes in the practicum required for the certificate in Developmental Disabilities. The practicum will be altered to present a set of options to students, taking into account the on-the-job training that most students already have. The practicum would therefore have options which would further the skills of the students rather than require the students with skills to repeat them with on-the-job training. Six of nine members of the program advisory committee are employers.

3. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent, based on conversations with employers, students, instructors and the associate dean who has administrative program responsibility.

4. What action(s) does the College plan to take to address the above issues?

The College has already taken actions to correct any problems noted above. Translation errors from the local curriculum code to the HEGIS program code numbers are the major reason for the program review. Students from this program were coded incorrectly on the EIS report into the Early Childhood Development program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Dundalk Community College

PROGRAM TITLE: Business Administration Transfer Area

PROGRAM HEGIS NUMBER: 4970-01

LEVEL OF AWARD: AA

1. **What factors account for a transfer rate that is below the State average?**

Several factors account for a transfer rate that is below the State average. First, the demographics of our area indicate that our constituency is not college oriented and therefore much less committed to a four-year program. Second, there is a considerable time lag between the time of graduation from DCC and entry into a four-year college transfer program, generally due to the need of students to secure funds in order to continue their education. Third, although students are advised as to the differences between transfer and non-transfer business programs, some individuals are in this program but do not intend to transfer. They use the challenging experience for upgrading their skills for immediate jobs with potential to have course work apply toward a four-year degree in the future.

2. **What does the College consider to be a minimum acceptable transfer rate?**

Although we have not established a minimum acceptable transfer rate, if two-thirds of those graduating in this transfer program do transfer, this would be a good standard.

3. **What factors account for a low transfer rate of students into four-year programs that are directly related to their community college transfer program?**

One reason for a low transfer rate seems to be the less clearly defined educational goals of these students. Also, the experience in this program of study may result in the re-evaluation or redirection of students' career and educational goals.

4. **What factors account for a low goal achievement rate?**

The difference between the State rate of 70 percent and DCC's 67 percent rate is not statistically significant. Students may finish the transfer program here, but because of a lack of funds fail to continue, at least for "the moment."

Should this occur, they may well believe that they have not achieved their personal goal. The question assumes transferring to a four-year college equates with personal goal achievement; other factors are involved.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

DCC's Business Transfer program is excellent.

Our students and their courses are accepted at the two highest quality business colleges in the State--University of Maryland College Park and University of Baltimore. Both are the only AACSB accredited colleges in the State. We work closely with all area four-year colleges to ensure a tight fit between their requirements and our students' knowledge/skill levels. As one example, we require calculus of our transfer students.

6. **What action(s) does the College plan to take to address the above issues?**

DCC continues to work with area and even out-of-state institutions to ensure state-of-the-art curriculums in the transfer area and knowledge in terms of course content and standards. Our goal is to produce a student sought out by area four-year colleges and employers.

In 1982, 43 percent of our program students transferred vs. 67 percent in 1984--the year under review. In 1984, 88 percent of our students were satisfied with their transfer preparation vs. only 77 percent for the State as a whole. All of the 1984 DCC students were satisfied with the instructional elements in the program vs. a 76 percent figure for the rest of the State. These figures speak to DCC's quality levels and the growth of the transfer program.

Second, the number of responses from DCC is really too small to constitute a meaningful sample size, e.g., twelve for 1984 and seven for 1982. DCC is working on upgrading the tracking system to capture more respondents.

Third, changes have occurred in the program offerings, i.e., computerized accounting and required research components in courses have been included.

Finally, the program director, full- and part-time faculty teaching in the program, along with the program advisory committee, continually work together to upgrade and fine-tune the program. Emphasis will continue to be placed on providing the students in this program quality academic advising and support services to help them set realistic educational and career goals, make reasonable choices and achieve optimum academic preparation for their future endeavors.

In conclusion, we believe that our program is of high quality from both the College's and students' perspectives, is as well articulated as is possible at this time and reflects the state-of-the-art. The low transfer rate remains a student-based characteristic which we will continue to address.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Dundalk Community College

PROGRAM TITLE: Physical Fitness Technology (Statewide)

PROGRAM HEGIS NUMBER: 5299-11

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

In fact, the enrollment in this program is not declining. The program began in 1982 and at that time the advising system did not exist. The current advising system, in conjunction with the new student data system, has allowed for accurate recordkeeping of student enrollment in each program. In 1982, many students who were taking any life fitness or cardiovascular fitness course for personal enrichment, would check Physical Fitness Technology option. As a result, it appeared that 70 students had registered for the curriculum. In fact, the actual numbers were lower, but there was no accurate way of assessing what they were.

2. At what level does the College expect the enrollment to stabilize?

In Fall 1983, it looked like enrollment rose to 101 students and then dropped to 82 in the Fall of 1984. In the Fall of 1984, a new program director was assigned and more accurate records were kept. The enrollment in the Fall of 1985 totaled 63 students and this was an accurate assessment as have been the numbers in the following semesters. The enrollment for Fall 1986 dropped to 46, but rose to 59 in the Fall of 1987. Overall, the enrollment is stable, averaging approximately 60 students.

3. If the original program proposal estimated enrollment, how do the projection(s) compare with the actual enrollment? If there are substantial differences, what factors account for them?

The projected enrollments from the original program proposal, as compared to the actual enrollments, are as follows:

	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>
<u>Projected</u>						
Full-time	10	12	14	18	18	
Part-time	21	33	45	51	51	
<u>Actual</u>						
Full-time	11	24	21	26	21	26
Part-time	59	77	61	37	25	33

These numbers show a stabilization of full-time students; the actual numbers consistently exceeded the projected numbers. The actual numbers for part-time students were lower than projected in 1985 and 1986.

4. What factors account for the low number of awards in this program?

In a four-year period, Dundalk Community College awarded 21 AA degrees and eight certificates. The numbers exceeded the projected degree awards by eleven, but were significantly lower in expected certificates. The reasons may be due to a much larger portion of students seeking AA degrees from the beginning of their program.

5. What does the College consider to be a minimum number of awards for a successful program?

The College has not established a minimum number of awards as a criteria for success of the program. However, 29 students graduating in a five-year period averages out to approximately six students per year. This number is acceptable to the College.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

In March 1985, a detailed contact with employers known as DACUM (Developing A Curriculum) was held with the health and life fitness employers in the area. The program advisory committee met following the DACUM and a number of changes were recommended. The committee recommended that a course in Methods and Materials for Fitness Instructors be implemented; this occurred in Fall 1987. Four members of the program advisory committee have employed students of our program through the co-op program.

7. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

The response rate from the 29 graduates surveyed was rather low and the data do not reveal a substantial number of students working in the field.

However, the program director has kept in contact with most of the graduates since 1984. The personal records of the program director reveal that of the 29 graduates, eleven students transferred to four-year institutions in related fields; 13 students are currently working in the fitness field; six are working in non-related fields; one has become a physician's assistant, and contact has not been maintained with three of the remaining students.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program, the only one of its kind in the State, offers quality instruction to train students to become fitness experts. Thirty-nine students have been placed to date in fitness clubs or wellness facilities. The exposure of these students has greatly increased the awareness of our regional program. The level of inquiries per semester continues to increase due to the interest in training fitness experts. We are now working with local clubs in certifying employees and will continue to cooperate in the retraining efforts of these people. Overall, it is felt that the quality of our program is excellent and will continue to be so.

9. What action(s) does the College plan to take to address the above issues?

The College will:

- o Continue to promote the program for those already employed in the field who may benefit from increased training;
- o Give consideration to possible options to the program for more specialization in the field, i.e., Cardiovascular Technology;
- o Continue involvement with program advisory committee to upgrade current content of program;
- o Explore new employment opportunities for completers;
- o Develop assessment of prior learning options to attract and retain potential students.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to formally survey at least 15 students who were entrants and/or graduates. The survey can be done by mail or telephone. The results should be presented in a table comparable to the PDM student follow-up display and submitted to the SBCC by June 30, 1988.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Dundalk Community College

PROGRAM TITLE: Heating, Ventilation and Air Conditioning

PROGRAM HEGIS NUMBER: 5317-02

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

The declining enrollment pattern is directly related to a large influx of new students during the Fall 1983 semester. During 1983, the local economy was in a situation where several major industries were experiencing large scale layoffs of employees. These individuals entered the various College programs, such as HVAC, to retrain for new jobs. The new students who entered in 1983 continue to be reflected in the 1984 and 1985 enrollment data. The figures for the years 1982, 1986 and 1987 are more reflective of the normal enrollment. The decline is, in effect, the result of an anomaly which occurred in 1983.

2. At what level does the College expect the enrollment to stabilize?

The total enrollment for the years 1982, 1986 and 1987 were, respectively, 97, 91 and 88. The College expects the enrollment to stabilize at approximately 90-100 students.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Extensive contact with employers about the curriculum and the need for the program occurred during the 1986-87 academic year due to the internal review process which was being conducted at that time. An integral part of the review process is to conduct a DACUM. Four separate attempts to convene a panel necessitated contact with over 40 employers. Although the firms contacted were unable to provide panel members, they did provide the College with a great deal of information about the HVAC field and affirmed the need for the program. An alternate to the standard DACUM process was devised. The alternate approach utilized also involved contact with employers about the curriculum. Using names supplied by the program advisory committee, area firms were asked to review a generic HVAC DACUM chart and focus it to reflect the needs for the Baltimore area.

It should be noted that the HVAC program had been completely revised with a wide range of changes being implemented for the 1986-87 academic year. Hence, the amended DACUM process served to affirm the changes which had already been made.

The program advisory committee met twice last year.

Six of the nine program advisory committee members are from firms which employ graduates of the program.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

Summary of graduate follow-up surveys:

	<u>1985</u>	<u>1986</u>	<u>1987</u>
Number of respondents	5	6	5
Full-time job:			
Directly related	3	2	2
Somewhat related	1	2	3
Not at all related	1	2	0

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The College judges the quality of the program to be satisfactory.

6. What action(s) does the College plan to take to address the above issues?

As recommended in the program review and evaluation, the College is planning to take the following actions:

- o Continue to modernize the technical labs with state-of-the-art equipment and resources;
- o Increase efforts in enrollment development through placing ads in appropriate sections of the newspaper;
- o Investigate ways to increase job placement assistance for students;

- o Research the feasibility of using part of the next building to house new lab facilities;
- o Consider the development of options to the current program to address specialized needs of the industry and attract individuals already in the field who wish to expand their marketable skills;
- o Work closely with the program advisory committee to keep program content current with what is happening in the field;
- o Provide staff development for part-time instructors in the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to provide additional information about the entrants and/or graduates that were surveyed (question #4). The data should include all of the elements requested in the student follow-up survey. The results should be presented in a table comparable to the PDM follow-up display and submitted to the SBCC by June 30, 1988.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Essex Community College

PROGRAM TITLE: Veterinary Technology (Statewide)

PROGRAM HEGIS NUMBER: 5206-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Nationwide, there has been a decrease in entering Veterinary Technology students, despite a constantly increasing demand for graduates. Low technician salaries contribute to declining enrollment and a lack of advancement possibly compounds the problem.

2. At what level does the College expect the enrollment to stabilize?

It is expected that enrollment will stabilize between 100-110 students per year. With approximately 52 in Fall 1986, 65 in Spring 1987, and 57 in Fall 1987, enrollment is already beginning to stabilize. This year the number of graduates projected, at least 11, approaches the average, 13, of the program's first six years.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The program coordinator has frequent contacts with employers at local and State veterinary meetings. In addition, employers personally contact the College for additional or replacement technicians.

The Veterinary Technology advisory committee meets annually. Recommendations include establishing computer instruction as part of the program and offering the Large Animal Procedures course during the Summer to attract more students. The title of the program was changed from Animal Science to Veterinary Technology. All of the off-campus members of the advisory committee represent organizations that employ graduates of the program.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

	<u>Number</u>	<u>Percent</u>
Number of respondents	15	
Response rate		100
Full-time job:		
Directly related	13	87
Somewhat related	0	
Not related	0	
Part-time job	2	13
Transferred, not employed	0	
Seeking work, not employed	0	
Military, home responsibility, other	0	
Achieved personal goal	8	53
Satisfied with instruction in program	15	100

5. What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?

This is a unique program in the State that requires highly skilled faculty and state-of-the-art laboratory equipment that must be kept updated. It also includes a faculty monitored clinical component which results in contact hours exceeding credit hours. These factors, plus reduced enrollment of students, account for increased discipline cost per credit hour.

6. This is the only program of its kind in the State. What efforts has the College made in promoting its statewide program status?

The College continues to advertise the program in the College catalog, program brochure, and other College publications. All students entering the program are informed about the statewide status of the program and, if eligible, they are given information regarding tuition reimbursement. Veterinarians statewide are also informed about the program during meetings attended by the program coordinator.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent. It enjoys an excellent reputation throughout the community and the State. This can be confirmed by students, faculty, graduates, employers, and the accrediting agency, the American Veterinary Medical Association.

8. What action(s) does the College plan to take to address the above issues?

The College plans to continue to upgrade the recruitment efforts to advise prospective students about the quality of the program, its statewide status, and the career opportunities in Veterinary Technology. A computer course will be established as part of the program in response to a request by the advisory committee and accrediting agency to keep students abreast of the technological advances in the field.

The College will continue to conduct follow-up studies through the Office of Institutional Research as a basis for ongoing program review.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote widely the statewide status of the program as a marketing device for attracting students from other counties who might not otherwise attend.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Essex Community College

PROGRAM TITLE: Radiography

PROGRAM HEGIS NUMBER: 5207-01

LEVEL OF AWARD: AA

1. **What factors account for the declining full-time enrollment in this program?**

Relevant factors include fewer high school graduates available nationwide for all aspects of higher education, a decreased interest in allied health professions in general, a lack of professional visibility, a lack of public awareness of the overall scope of radiography, and the fear of AIDS.

2. **At what level does the College expect the full-time enrollment to stabilize?**

PDMS figures do not accurately reflect enrollment. Most allied health students complete the liberal arts/general education courses prior to or during the first year of the program. This is necessary in order to schedule clinical courses during the second year.

Full-time enrollment is stabilizing; the program never has had a major decline. Enrollment is limited to 16 by the American Medical Accreditation. This committee determines maximum enrollment based on clinical facilities.

It appears that retention is more of a problem than initial enrollment. The program is difficult, and some students cannot meet program demands.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The advisory committee meets annually, with six members who are also employers. There are rarely any suggestions for curriculum revision, since the program graduates competent people as determined by national examinations for practice. In 1985, there was a 92.3 percent pass rate and in 1986 a 100 percent pass rate, both far above the national average.

The associate program coordinator is the current president of the Maryland Society of Radiologic Technologists and is in contact with employers on a regular basis. There is a critical shortage of radiographers in metropolitan Baltimore, and positions are available in hospitals, out-patient clinics, HMOs, and private physician offices.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

Questionnaires were mailed to eight 1985 and nine 1987 Radiography graduates. In addition, seven completed questionnaires of 1986 Radiography graduates were obtained from the Office of Academic Programs.

	<u>1985</u>	<u>1986</u>	<u>1987</u>
Number of respondents	3	7	6
Response rate	38%	64%	67%
Employed full-time	33%	71%	100%
Employed full-time and seeking a job	67	0	0
Employed part-time	0	14	0
Unemployed and seeking a job	0	14	0
Military, home responsibility, other	0	0	0
Began new job after college	100%	33%	83%
Satisfied with employment preparation	67	100	100
Job Directly related to college program	100	86	83
Job somewhat related to college program	0	0	17

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Overall program quality is excellent. The program is designed to graduate technologists with an understanding of human anatomy, radiographic position, the technology of x-ray, and concern and empathy for the patient.

Graduates from the Essex Community College program are in demand by employers because of the quality of education they have received. Employers know ECC Radiography graduates can "produce."

As noted above, the program has an almost perfect track record of students passing the ARRT examination as well. Additionally, the program has had continuous accreditation from the American Medical Association, Committee on Allied Health Education and Accreditation.

6. What action(s) does the College plan to take to address the above issues?

The College supports the high quality of education in the Radiography program. Retention seems to be a problem, as well as enrollment. With fewer applications, the academic ability of students has declined. Radiography is a selected admissions program and the criteria for admission have not changed; however, with a reduced applicant pool, students are accepted with lesser qualifications than in the past. Students fail more frequently than in the past.

The College's priorities this year include enrollment development and retention activities. The Allied Health Division is also working diligently in these areas to develop new recruitment strategies and to introduce academic and financial support systems to help retain students.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to submit to the SBCC by June 30, 1988 a brief report on the strategies planned during the 1988-1989 academic year to increase enrollment and improve retention in this program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Essex Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

There is a declining interest in the field of nursing across the country as a result of women's educational opportunities in nontraditional careers. Career opportunities are increasing annually, with a current critical shortage. Additionally, the fear of infectious diseases, especially AIDS, has made the profession much less attractive.

2. At what level does the College expect the enrollment to stabilize?

Last February, the College introduced a double entry system. Students can now enter the program twice a year. This provides students more admission options and serves as a recruitment tool as well. It is expected that the enrollment will stabilize between 90-100 students per year, or approximately 60-70 in the Fall and 25-35 in the Spring. Fall 1987 enrolled 64 students and 40 are projected in the Spring. Therefore, enrollment has already stabilized.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory committee meets annually. No changes or revisions in the curriculum were suggested. Recruitment was the main topic of the meeting. The need for qualified students and nurses was identified.

There are four members of the advisory committee that employ graduates. Employees from the area hospitals have reported that our graduates are very well prepared when they begin working. Currently, we are working with area hospitals to expand scholarships.

4. What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?

Senior faculty salaries, expenses, inflation, and reduced enrollment of students account for a discipline cost per credit hour that is rising much faster than the statewide discipline cost.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is excellent, which is validated by the consistently high percentage of students who passed the Maryland State Board exams and by NLN Accreditation.

6. What action(s) does the College plan to take to address the above issues?

The College supports the high quality of education in the Nursing program. Retention is a problem, as well as enrollment. Nursing is a selected admissions program and the criteria for admission have not changed. However, with a reduced applicant pool, students are accepted with lesser qualifications than in the past. Students fail more frequently than in the past.

The College's priorities this year are enrollment development and retention activities. The Allied Health Division is also working diligently in these areas to develop new recruitment strategies and to introduce academic and financial support systems to help retain students.

Still, the College is committed to preparing first-rate nursing professionals, appreciates the trust of the Baltimore medical community, and will graduate only those as nurses who have fulfilled all program objectives.

7. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

Nursing programs are suffering from a decline in enrollment because there are now many other professions that women can choose.

The salary for nurses is low in relation to other professions and usually has a low ceiling. Since the beginning salary does not escalate very far, there is not much room for advancement. There is a lack of job satisfaction due to pressures of staffing. Metropolitan Baltimore is currently suffering a critical shortage of nurses. The fear of infectious diseases exacerbates existing problems.

8. What recommendations can you suggest to turn this situation around?

Nursing has to be presented with a more positive image in the media. This may enhance public esteem for nurses. Highlighting nursing functions as being more than handmaidens is crucial. The hospitals have to have more rewards for shift work, weekend, evening and nights and provide hours for mothers, child care, etc. Increased salary and status are necessary.

9. Given the ongoing discussions with the nursing profession on the need for the baccalaureate degree as the minimum requirement for entry into registered nursing practice, what do you think the long-term future holds for associate degree nursing programs

Even as the debate continues, demand exceeds supply. All levels of nursing are important in serving the health needs of the public. The majority of nurses staffing hospitals in this country are associate degree and diploma graduates. With the advent of a nationwide prospective payment system, many hospital administrators are making statements to the effect that it will be difficult to fund an all-RN staff, much less an all-baccalaureate staff. The cost of a baccalaureate program may be prohibitive to many people which would just increase the shortage problem.

10. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The articulation model seems to have been very effective in promoting further education. Students seem to be happy. Additionally, a 2 + 2 BSN with two years at a community college pre-nursing transfer program currently exists but needs promotion.

11. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Directors/coordinators of Maryland community colleges have formed the Maryland Organization for the Advancement of Associate Degree Nursing, affiliated with the national group, National Organization for the Advancement of Associate Degree Nursing. This group currently is actively involved in lobbying efforts on both the State and national levels. Programs need to work on all levels to support the ADN concept. The critical shortage of nurses certainly supports this goal.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Frederick Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

We have 150 students enrolled with a declared nursing major. These students are taking general education requirements (most part-time as they have other commitments). We normally have a waiting list. Thus, we have not experienced a real decline in enrollment.

2. At what level does the College expect the enrollment to stabilize?

We hope to continue to maintain our current freshmen enrollment of 30. This will allow us to continue to graduate approximately 25 students per year.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

All nursing graduates of FCC, who wish, are working full-time. Many have other commitments and choose to work part-time. Many students were offered a position in more than one hospital.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Our advisory committee meets yearly in the Spring. Three members of the committee are from organizations that employ our graduates. A local physician and a member of the State legislature are also members. We have close contact with the local hospital and meet formally and informally throughout the year. Contact is also maintained with the nursing homes and hospitals within commuting distance. All agencies used as clinical facilities are also encouraged to take part in the February nursing job fair held yearly on campus.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Our program is excellent. Only two first-time students have failed NCLEX exam in the last ten years. Our response from first time employers of graduates indicates that our graduates do as well or better than new graduates of other programs.

6. What action(s) does the College plan to take to address the above issues?

We plan to maintain our standards while keeping current. Changes will be made only when carefully studied.

7. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

The only hospital in the community, Frederick Memorial Hospital, does attract a sufficient number of nurses but has difficulty keeping them.

The role of the nurse has changed rapidly due to the aging of the population, growth in technology, shorter hospital stay, and the like. The workload for the nurse has increased and job satisfaction has decreased. There seem to be more RNs leaving for nontraditional positions or nursing completely. The beginning salary for a new registered nurse has improved. However, to attain this there are often fewer steps in the advancement ladder. As a result, the RN with 10 or 15 years experience earns little more than the new graduate.

8. What recommendations can you suggest to turn this situation around?

The role of the nurse should be studied. The "bedside" nurse should be "valued" and be able to advance yet remain at the bedside (if this is the RN's choice). Salary scale should show that the institution values the employees who stay.

Continue to attempt to improve the image of nursing to the general public.

9. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

In order to be part of the articulation model, we had to change our curriculum. This caused great difficulty within the College. Students who graduated between 1979 and 1986 (and could transfer 90 credits from a community college to a four-year State college) have experienced no difficulty.

Students who graduate after June 1986 and wish to directly transfer their nursing credits will only be able to transfer 70 credits at a higher level institution. Due to a geographic location, most of these graduates elect to take the general education courses in the community college and challenge by exam the 300-level nursing course. Thus, they will not be part of the articulation agreement.

As we are a small program, there are a limited number of graduates pursuing the baccalaureate degree.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

- o Maintenance of AD nurse's entry into nursing at RN level.
- o Have program maintain an excellent level.
- o Realize that over the long haul it is the associate degree RN who will care for the ill person.

11. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

Actions the nursing faculty would like to see are:

- o Maintain the associate degree as entry level with actual legislation if this becomes necessary.
- o Only licensed individuals be allowed to carry out nursing skills (other than meeting patient's basic needs of hygiene, etc.) in our health-care institutions.

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SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Garrett Community College

PROGRAM TITLE: Maintenance Technology

PROGRAM HEGIS NUMBER: 5312-02

LEVEL OF AWARD: AA and Certificate

1. What factors account for the low enrollment in this program?

The primary factor influencing low enrollments in the program is the very limited employment opportunities in this area for graduates of this program. Periodically, enrollments in specific courses achieve an acceptable level primarily as a result of individuals seeking to gain or further develop specific skills (e.g., welding). A related reason for low enrollment is that employers in the area generally seek persons with specific skills or the capability to develop the skills and are not willing to offer pay incentives to hire persons with a more broadly based educational background such as that obtained through an associate in arts program.

2. When this program was evaluated in 1983, the College concluded that "to continue to offer the program will require about 15 FTE per year." Since then, the program has generated 10 FTE and 9.5 FTE in FY 1985 and FY 1986 respectively. What timetable has the College set for achieving its enrollment goal, and what actions will be taken if the goal is not met?

Having gained additional insight to overall program operations and viability since the initial goal (15 FTE) was set, it has become evident that the program, as presently constituted coupled with existing economic conditions, renders this goal unattainable. Current plans, therefore, provide for phasing out the AA degree program.

3. What factors account for the low number of awards in this program?

The low number of awards are directly related to the low enrollment and the reasons related thereto as indicated in the answer to question 1 above.

4. What does the College consider to be a minimum number of awards for a successful program?

Seven.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Discussions have been held with representatives of the two primary employers in the area having positions with qualification requirements similar to those provided to enrollees in the program. These discussions revealed limited employment opportunities, focused on a relatively narrow educational preparation for their positions, and emphasized in-house training and preparation for specific skill needs. Discussions indicated that the need for the program is marginal and focused more directly on component parts rather than the program as a whole.

The advisory committee meets monthly throughout the school year.

While discussions have been held regarding the vocational-technical programs at the College, no specific recommendations were offered on revisions to this program. One member of the advisory committee represents an employer who employs personnel having qualifications similar to those obtained from the program.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

Efforts were made to make the program more flexible so that it could readily be tailored to the specific needs of employers and individual enrollees. While the approach was considered sound, employment needs did not materialize and enrollments continued at less than a desirable level.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the course content and instructional level is considered satisfactory.

8. What action(s) does the College plan to take to address the above issues?

The College plans to phase out the Maintenance Technology AA degree program as presently constituted and initiate a more generalist based program. A certificate program consolidating building construction and maintenance skills is being developed to respond to employment needs in a broader perspective. Students currently matriculated in the AA degree program will be advised into appropriate coursework to complete their programs.

9. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The need for an AA degree program in its present form does not appear to exist in the service area. Present planning will provide for a certificate program that is more viable and responsive to the employment needs in the area.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to develop and submit to the SBCC a proposal for discontinuance of the Maintenance Technology Associate In Arts degree program and to revise the Certificate program to meet more effectively the needs of the community.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Garrett Community College

PROGRAM TITLE: Human Services

PROGRAM HEGIS NUMBER: 5503-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

The primary factors have been lack of employment opportunities, low pay in human services related jobs, and no prediction of improved employment potential in the College service area.

2. What is the minimum number of students needed to offer a successful program?

The number of students required for a successful program is eight.

3. If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?

The original proposal estimated very modest enrollments (8-10 students). Nevertheless, even these modest enrollment projections have not materialized due to factors described in question 1.

4. What factors account for the low number of awards in this program?

Few students enrolled in the program. Students taking courses as part-time students require several years to complete the required coursework.

5. What does the College consider to be a minimum number of awards for a successful program?

Minimum number of awards should be three per year.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Employers include the Garrett County public schools and the Garrett County Head Start Program. Both have reviewed the curriculum and expressed satisfaction with the content of the program.

Essentially, neither agency reports a significant need for the program. Personnel employed receive on-the-job training as well as some professional workshops. The College certificate program is not a prerequisite for hiring nor for continued employment in the aide position.

The advisory committee did not convene during the past year.

There have only been four graduates of the Human Services program. Two are employed by the Garrett County public school system, which is represented on the advisory board, and two are employed out-of-State.

7. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

A follow-up survey is not necessary since a decision has been made to place the program on "inactive."

8. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

At that time, the College tried to encourage part-time students who had started the program to complete the certificate requirements. Additionally, an effort was made to attract new students interested in Human Services positions to the College certificate program. Neither situation materialized. Recruitment efforts were nonproductive in generating student enrollment in this program.

9. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

From a content perspective, the quality of the program is excellent. Instructors have been highly qualified in their fields, and course scheduling has taken into consideration the aides' work schedules.

10. Does the title "Human Services" adequately communicate to students the objectives of this program?

Perhaps the title of the program does not convey the specific nature of the certificate program. In the catalog under the title Human Services each option is specifically identified--Early Childhood Assistant, Educational Assistant, Special Education Assistant, and Media Assistant. Admissions personnel usually refer to the program by option title, thereby calling attention to the more specific job-related title.

11. What action(s) does the College plan to take to address the above issues?

It seems appropriate at this time to request that the Human Services certificate program be placed on an inactive status. This will give the College an opportunity to observe developments in that field of employment in Garrett County. It will further provide time to assess the potential for course needs of non-degree personnel employed in these positions with the educational agencies in the county.

12. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

At this point in time, the College has no data to verify "an important need" for this program in Garrett County. If the factors described in question 1 do not change during the period in which the program is on inactive status, the College will recommend discontinuance of this program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to officially request inactive status for the Human Services program as soon as possible.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Radiologic Technology

PROGRAM HEGIS NUMBER: 5207-01

LEVEL OF AWARD: AA

1. What factors account for the declining full-time enrollment in this program?

A national trend, as revealed by declining applications to educational programs, demonstrates a decreased interest in the health professions as career choices. The field of radiologic technology also reflects this phenomenon. Fewer applications coincide with a declining pool of applicants as the number of high school graduates diminishes. The Radiologic Technology program at Hagerstown Junior College uses selective admissions criteria. Consequently, not all applicants meet the standards for admission.

Applications to the program have ranged from 31 for 1987, 19 for 1986, and 38 for 1985. Therefore, applications did increase during the previous year. However, the target for enrollment (14) was not always realized each year or, if obtained, one or two students chose not to enter the program. In addition, many of the students complete some general education courses before the radiologic technology sequence. Thus, they are not considered to be full-time students while completing the program.

2. At what level does the College expect the full-time enrollment to stabilize?

The limit of 14 for each entering class is designated by the Joint Review Committee on Education in Radiologic Technology. In view of the available clinical resources, this is a realistic capacity. Through continuing marketing, efforts to realize this goal will be maintained. The potential for achieving this target is augmented by an improved job market which will prove to be more attractive to prospective students.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Numerous contacts have occurred with employers. Typically, employers are interested in obtaining future employees. Employers emphasize their satisfaction with graduates of the program, citing the high levels of knowledge and very good competencies that the graduates possess.

The advisory committee for the program has met twice during the past year. Eight of the 13 members are from organizations that employ graduates of the program. The committee has offered no definitive changes in the curriculum. However, the members unanimously agreed to the importance of establishing a scholarship fund. Two of the advisory committee members have served on the Scholarship Fund Committee.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent. Employers are highly satisfied with the graduates' knowledge and abilities. Through course evaluations and annual graduate surveys, students and graduates reveal satisfaction with the quality of instruction within the program. Students also do well on the certification examination for radiographers. The classes achieve from the mid-80s to 100 percent passing rates. Finally, the last on-site survey for accreditation occurred in 1985. The results were highly favorable, and no recommendations were stated for improvement of the curriculum.

5. What action(s) does the College plan to take to address the above issues?

In order to maintain and enhance the quality of the program, ongoing evaluation and updating of the curriculum are conducted and will continue to be emphasized. A marketing plan has been developed for the program. The various components of the plan will continue to be implemented as marketing and recruiting strategies. The College is also exploring the possibility of student housing. If realized, this could serve as an additional marketing element.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Enrollment in all nursing programs is characterized by similar trends at state and national levels. Applications to nursing programs have decreased. This phenomenon can be attributed to a limited pool of high school graduates, the potential for alternative occupational opportunities for women, the changing societal beliefs about the value of nursing and other health disciplines as a career, and the changing intellectual abilities of potential applicants.

Applications for the Nursing program have decreased during the last three years (215 in 1985; 137 in 1986; and 104 in 1987). However, the number admitted each year has continued to reach the target of 36. Acceptance for the Nursing program is based upon selective admission criteria and is limited in view of the available clinical resources in the community.

2. At what level does the College expect the enrollment to stabilize?

The defined entering class capacity of 36 will continue to remain the target for new enrollment each year. A preliminary review of the application picture for 1988 suggests that it appears to be changing. There is a greater number of applicants (128 to date), and their academic profiles are generally stronger than ones of the two preceding years.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Contacts with the employers are ongoing and frequently reflect recruitment efforts of the employing institutions. Representatives from general hospitals in the area, specialty facilities, and nursing homes indicate that graduates of the program possess sound clinical knowledge and competencies. From the employers' perspectives, the program serves as the primary source of new staff nurses.

The nursing advisory committee has met twice during the past year. No definitive changes or revisions were suggested by the group. However, curricula revisions initiated by the faculty were supported (i.e., the inclusion of a Summer nursing clinical course). Seven of the 13 members of the committee are from institutions that employ graduates of the program.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is considerably above average. This subjective evaluation is reinforced by the 90 percent or higher passing rate for the nursing licensing examination, student satisfaction as revealed through course evaluations and annual graduate surveys, employer satisfaction with graduates, and the success of graduates who continue formal academic studies.

5. What action(s) does the College plan to take to address the above issues?

In order to address the ongoing concerns of enrollment and the quality of the program, several activities have been initiated. Marketing and recruitment are conducted on a continuing basis. These efforts are directed toward middle and secondary school students and the adult population. Opportunities for part-time study are available, and the majority of the students complete the program within this context. The possibilities for day care and student housing are also being investigated by the College.

Because of the academic rigor that is needed, selective admissions criteria are maintained for the nursing program. A comprehensive counseling system has been developed for the program. Within this framework, the designated counselor works closely with the director and faculty. After students are selected for admission, an information session is held with them in March pertaining to various aspects of the program, the academic component, and financial aid. An orientation program is also conducted for new students before the Fall semester begins.

All of the previous activities represent efforts directed toward marketing, enrollment, and the quality of the program. In addition, an evaluation system examines the multiple facets of the program. This system incorporates student, graduate, and employer evaluations and review by faculty and external agencies.

6. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

Hospitals in this area are experiencing a nursing shortage. In addition to those factors that are described in our response to question 1, the situation is also related to the difficulty health care institutions are experiencing with retention of nursing staff. This phenomenon can be attributed to staffing patterns, limited salaries, and stress associated with particular nursing positions.

7. What recommendations can you suggest to turn this situation around?

Enrollment in nursing programs can be maintained and augmented through a variety of methods. Continuing marketing and retention efforts should be a primary concern for all nursing programs. Selective admissions criteria should continue to be used in order to provide some assurance that those students who are accepted have the abilities to complete nursing programs. At the institutional level, colleges can also establish programs to assist students with English, mathematics, and reading comprehension. On a national level, increased federal funding for nursing education would enable greater numbers of students to obtain preparation in the discipline.

Employment agencies can also effect various means to minimize the shortage of nurses. Through flexible scheduling, programs, such as day care and provision for autonomy of decision making, hospitals can address employees' professional and functional concerns. Finally, cost analyses of nursing services could provide indices that would promote more pragmatic salary schedules and appropriate third-party payments.

8. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The articulation model provides a valid mechanism to enable graduates of associate degree programs to complete the baccalaureate. The necessary information is conveyed, and transfer is effected easily.

Currently, an outreach program is being planned for Western Maryland. Some logistical problems have been encountered relative to planning, marketing, and funding. However, concerted efforts have enabled these concerns to be addressed. As a result of this endeavor, an obvious need for increased State funding for outreach education has been identified.

9. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Nurse educators in community colleges should envision the future and promote revisions in the programs that will encompass changes in health care and nursing. The programs must change as knowledge and practice change. The philosophy and curricula that existed with the establishment of associate degree nursing will not engender constructive outcomes in our changing society.

The need for unity among nurse educators in community colleges is also apparent. This accord should not be that of isolationism but one designed to promote relationships at all levels to address the concerns of nursing education and practice.

10. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

In order to promote nursing education at the associate degree level, the task force, the State Board for Community Colleges, and policymakers should address funding practices. This evaluation should also consider the question of tuition reimbursement. Appropriate funding could promote greater access to nursing education, enhance enrollment, and minimize the shortage of nurses.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Harford Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01

LEVEL OF AWARD: AA

1. **What factors account for a loss of credits upon transfer that is above the State average?**

An inspection of the original survey forms of the 25 students included in the follow-up study revealed that 13 students of the 17 who transferred (76 percent) lost less than 7 credits in transferring to an upper division institution. This statistic is at least one percent above the State average in this category of the review. A review committee concluded, therefore, that the PDM report did not accurately reflect the transfer success of HCC students matriculating at four-year colleges and universities. The committee further concluded that students typically do not have difficulty transferring credits from the General Studies program to upper division institutions.

2. **What factors account for a low transfer rate of students into four-year programs that are directly related to their community college transfer program?**

The flexibility of the General Studies curriculum with 30 credits of electives provides a viable option for students who are exploring various career paths. There is no guarantee that all courses attempted in this format will transfer directly to a program that is chosen later in their experience. The PDM system data indicate students were satisfied with the instruction (95 percent) and achieved their personal goals (92 percent). Evaluation of this program must take into account these favorable outcomes.

3. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

The cost of this program is essentially the cost of all areas except occupational programs. The salaries of HCC full-time faculty (the largest, single component in the cost determination equation) are very high compared to statewide averages. This is because of the longevity of HCC faculty. Also, more HCC faculty than statewide are at the associate professor rank; this skews the data further.

As the older HCC faculty retire in the next few years, the discipline cost should show a substantial decrease.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

We believe the quality of this program is excellent for several reasons.

As reported by the PDMS, 92 percent of our General Studies graduates achieved their personal goals as compared to only 53 percent of the graduates statewide; 96 percent of these graduates are satisfied with the instruction in the program compared to only 59 percent statewide; 65 percent of our graduates have a grade point average above 3.0 at the transfer institutions, while only 55 percent of those statewide have this average; 94 percent of the students are either satisfied or extremely satisfied with their transfer preparation, while 90 percent of the students statewide are; and none of the students were unsatisfied with the transfer preparation they received at HCC.

5. What action(s) does the College plan to take to address the above issues?

In light of the apparent success of the program as measured by the PDMS evaluative criteria, the committee concluded that the General Studies program is meeting the needs of Harford Community College students.

The College will continue to monitor the program and make adjustments or take corrective action where necessary.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Harford Community College

PROGRAM TITLE: Photography

PROGRAM HEGIS NUMBER: 5007-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

Two factors limit enrollment:

- o Students have shifted to Arts and Science/Photography option AA curriculum. In Spring 1985, there were only five AA students, as opposed to 40 in the certificate. In Spring 1987, 28 students enrolled in the AA program and 15 in the certificate. The drop from 45 total to 43 total is negligible.
- o Many students who take photo courses don't want formal awards. FY 1985 photo courses attracted 27.2 FTE; FY 1987 photo courses drew 27.4 FTE.

2. What is the minimum number of students needed to offer a successful program?

So long as studio photography courses draw 100 or more students per semester, the discipline is viable. While the certificate helps establish the variety of offerings, no absolute minimum of certificate seekers is the critical factor in maintaining the discipline.

3. What factors account for the low number of awards in this program?

In addition to the limiting factors cited as an answer to #1, the certificate is not necessary for employment in Harford County.

4. What does the College consider to be a minimum number of awards for a successful program?

There is no absolute minimum, although no one at HCC is satisfied with the current numbers.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Contacts occur through the Cooperative Education and Placement Office. They often employ students before any certificate is awarded. There is no advisory committee.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

The Office of Institutional Research surveyed 20 Photography certificate students selected randomly. Results were as follows:

- o Eleven of the 20 students continued to take classes as of the Spring 1987.
- o Of the five students who graduated, four selected the AA transfer option, two the certificate. One certificate earner went on to earn the AA.
- o Seventeen respondents were employed, eight part-time and nine full-time.
- o Nineteen respondents were satisfied (4) or extremely satisfied (15) with the program's instructional quality.
- o Of the 20 respondents, 16 definitely intend to continue schooling, while three are undecided.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Excellent. The high enrollment cited above and the high level of student satisfaction demonstrated by the survey are evidence of a healthy ambience.

8. What action(s) does the College plan to take to address the above issues?

The following actions need to be taken:

- o More equipment to increase enrollment limits in advanced courses.
- o Publicity to AA seekers emphasizing certificate as an educational stepping-stone or fall back position.

SBCC STAFF RECOMMENDATIONS/COMMENTS

It is not clear from the College's responses to the SBCC questions that the Photography Certificate program meets a definite identifiable need in the College's service area. Enrollment in the Certificate program has decreased from 44 in 1984 to 15 in 1986. Furthermore, the College itself notes that the "certificate is not necessary for employment in Harford County" and that many students enrolled in photography courses are not seeking formal awards.

The College is encouraged to establish a formal advisory committee and to work with that committee to determine whether there is a continuing need for this program.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Harford Community College

PROGRAM TITLE: Computer Operator

PROGRAM HEGIS NUMBER: 5104-01

LEVEL OF AWARD: Certificate

1. What factors account for the low placement of students in full-time jobs related to their field of training?

Recent phone surveys of the Spring 1986 and Spring 1987 completers suggest that 80 percent of those contacted by phone were employed (both full- and part-time) and that less than half were in situations related to data processing operations. Several people contacted were only interested in part-time employment. Those not presently employed in data processing operations gave the following reasons why they chose not to be full-time in operation: unwilling to do shift work, unwilling to leave Harford County, waiting for job to open up at current employment situation, unwilling to take pay cut, and not looking for work.

A review of Fall enrollments, specifically looking at the relationship of students majoring in and those completing the Computer Operator certificate since 1984, suggests that those completing are considerably higher than those majoring. We believe this highlights the idea that some students working towards an AA degree in Information Science or Data Processing simply pick up the Computer Operator certificate along the way and have no intention of working as a computer operator. This disparity may also address why the low goal achievement rate is highlighted in question 4.

2. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

JCL analyst
teletype clerk
operator
editorial clerk
operations librarian
word processor specialist
data entry clerk

console operator
peripheral equipment operator
computer operator
computer research technician
computer programmer
computer coordinator
senior programmer

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Proposed changes were shared with both the Harford County Citizens Advisory Council on Vocational-Technical Education and the Data Processing Curriculum Advisory Committee. All Curriculum Advisory Committee members and several Harford County Citizens Advisory Council on Vocational-Technical Education members are prospective employers for our data processing graduates, including those completing the operators certificate.

The Harford County Citizens Advisory Council on Vocational-Technical Education meets monthly, the Curriculum Advisory Committee typically meets yearly. Recommendations from both the Advisory Council and the Advisory Committee have been incorporated in the final recommendations. The Curriculum Advisory Committee has been particularly instrumental in recommending new courses the College should consider offering on a credit/noncredit basis.

4. What factors account for a low goal achievement rate?

As indicated earlier in this report, the only rationale that stands out in the review of the data is the incongruity between headcount of majors and completers. Simply stated, the data collection question assumes the Computer Operator certificate is a terminal activity when in fact for many of our students it is not. A student response indicating that they have not achieved their goal suggests that they have career goals well beyond the certificate level.

5. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Faculty and administrators view the quality of the Computer Operator certificate as satisfactory. Strengths include:

- o Access to hands-on experience.
- o Well qualified staff in the theory and the lab environments, which closely resemble the projected work settings.
- o Recent strong support in placement.

- o Acceptable packages in terms of times the Computer Operator certificate is offered and a reasonable student/instructor ratio.

Limitations that need further attention include:

- o Develop appropriate marketing strategies.
- o Bring content up-to-date.
- o Respond to the virtual machine issue.
- o Keep cost in line with other intensive learning experiences.
- o Recent concern that we have recruited almost no males in the Computer Operator certificate courses.

6. What action(s) does the College plan to take to address the above issues?

- o Return the certificate to State Board for Community Colleges.
- o Continue to offer the three courses that make up the cluster of courses that the faculty feel will train students for an entry-level position as a computer operator.
- o Develop a "letter to employers" that students can use when completing the three courses.
- o Phase out the Computer Operator certificate and implement a "letter to employers" highlighting competencies that will be developed.
- o Encourage faculty, within the cluster of courses, to seek out off campus locations for observation, to formalize contacts with prospective employers, and to expand efforts for placing students completing the cluster of courses in the operations by re-emphasizing the role of the placement officer at an appropriate time.

Finally, the ad hoc committee strongly recommends that the College attend, on an annual basis, to the follow-up of graduates.

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Computer Operator
Harford Community College

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to develop and submit to the SBCC a proposal for discontinuance of the Computer Operator program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Harford Community College

PROGRAM TITLE: Nursing, Practical

PROGRAM HEGIS NUMBER: 5209-01

LEVEL OF AWARD: Certificate

1. What factors account for the declining enrollment in this program?

Several factors can be identified for the declining enrollment in the Practical Nursing program. These factors include:

- o Prospective students were concerned that practical nursing job opportunities for new graduates were declining or shifting to non-acute care settings.
- o There was a decline in high school graduates from Harford County secondary schools, therefore, limiting the pool of available candidates.
- o Women have more alternatives in choosing occupations. This national trend is true for Harford County and may contribute to the reduction in the available pool of nursing applicants.
- o Fewer job opportunities and lower turnover rates.

2. At what level does the College expect the enrollment to stabilize?

Based on enrollment figures from 1982 through 1987, practical nursing enrollment dropped to a low of nine FTEs by 1986 and has rebounded to more than thirteen in 1987.

Based on the increase in enrollment that appears to correlate with increasing job opportunities for licensed practical nurses, the College expects a stable enrollment of approximately 15 FTEs each Fall semester for the foreseeable future.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

Available follow-up data compiled by the Program Coordinator for Practical Nursing, which typically include 100 percent of all graduates, does not support the contention that Practical Nursing graduates cannot find jobs related to their field of study (see answer to question #4).

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

It appears from data recently compiled about 1986 graduates by the Nursing Program Coordinator that students earning licenses as practical nurses can find employment directly related to their program of study. The following breakdown reflects current employment status for 18 of the 19 graduates from the 1986 class:

Practical nursing	14
Private duty nurse	1
Students pursuing ADN degree	2
Not working by choice	1

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The faculty from both associate degree and practical nursing programs meet annually with members of the nursing advisory committee. Four of the nine advisory committee members are from organizations regularly employing our practical nursing graduates. All of the members agreed that there is a continued need for practical nurses in the health care delivery system, especially now during this period of low enrollments in all nursing programs, not only statewide but nationwide.

No changes or revisions in curriculum were suggested by committee members, but the following suggestions were made with regard to recruitment.

- o Tap the pool of nursing assistants at various hospitals and nursing homes who may be interested in the Practical Nursing program.
- o Make the transition from the Practical Nursing program to the associate degree program as smooth as possible.

It was generally agreed that flexibility is a key factor in increasing enrollments in ADN and PN programs. Student nurses who failed or dropped out of ADN programs, for example, were placed in the second semester of nursing in the Practical Nursing program. In addition, practical nursing graduates may articulate into the associate degree nursing program. It was also suggested that we make greater use of newspaper articles, mall exhibits, campus tours, and informational meetings for high school counselors.

6. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

To meet the requirements of the State Board of Nursing, the Practical Nursing program employs faculty on a 12-month basis. The drop in enrollment was not sufficient enough to cut faculty positions, therefore driving the cost per student to the higher level.

Despite low enrollment in 1985 and 1986, the College had to provide the same number of hours of instruction to meet State Board of Nursing requirements.

The salary for the secretary for both the ADN and Practical Nursing programs is reflected in the practical nursing budget.

Maryland regulations state that the student teacher ratio in the clinical area may not exceed 10 to 1. This regulation made it difficult to consolidate sections of clinical instruction, therefore, inflating program costs.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The evaluation of the Practical Nursing program indicates the quality to be excellent.

8. What action(s) does the College plan to take to address the above issues?

- o Continue to follow-up all Practical Nursing program graduates because PDM reports appear to be limited by the small number of graduates included in the survey.
- o Continue active recruitment program for students to include newspaper articles, school visits, exhibits, and working with the advisory board and community agencies, such as the Private Industry Council. Increased enrollments will reduce overall program costs.
- o Alternative classroom space is being explored.
- o Continue to work closely with the nursing advisory committee to develop strategies to strengthen all aspects of the program.

9. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

There is a shortage as evidenced by the ads for LPNs and incentives offered to get LPNs to work at particular facilities. Graduates of the 1987 program who have not taken Boards are working as GPNs and have had a choice of positions. The pay has increased to attract LPNs to work in certain facilities.

The reasons for the shortage are based on several factors:

- o Women are not as interested in nursing because they have many other options today.
- o Not many men are interested in nursing.
- o Jobs were difficult to find for several years because of changes in health care and people did not go into nursing because they were afraid they would not be employed.
- o Nursing has become more technical and liability suits are common. Nurses are getting out of nursing.
- o The public is aware of the issue concerning levels of nursing. This has cut down on the number of applicants because people don't know what is happening.
- o Nurses are still underpaid in many areas.

10. What recommendations can you suggest to turn this situation around?

- o Increase salaries.
- o Allow more flexibility in working hours.
- o Provide more grants for nursing education.
- o Increase recruiting efforts and ask counselors to provide more information on nursing.
- o Work on attracting men into the nursing field (increase in salaries would help).

- o Restructure work requirements of nurses and other personnel in hospitals to reflect more flexible hours.
- o Fewer better-paid and better-educated nurses in combination with an improved nonclinical support staff might yield better care without a substantial increase in operating costs. A differentiated wage structure that recognizes experience and advanced education is critical. Employment benefits, such as pensions, tuition support, and sabbaticals, could be used much more effectively to develop "loyalty" and thus reduce costly staff turnover.
- o More effective nurse-physician collaboration in clinical care activities would improve the professional satisfaction of both groups and contribute to improved patient outcomes as well.

11. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

From all indications, the statewide articulation agreement is effective. University of Maryland Baltimore County has contracted with Harford Community College for classroom, conference, and campus laboratory space and has already begun offering both transition courses and upper division nursing courses to registered nurses seeking baccalaureate degrees.

12. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

The advice offered to community college colleagues is to continue to advocate the ADN as the registered nurse. Associate degree nursing educators have the influence to enact legislation prohibiting the State Board of Nursing from enacting entry-level changes. As Mildred Montag first foresaw it 30 years ago, associate degree nursing is the heart of bedside nursing. It has been adequately documented that the majority of baccalaureate educated nurses do not choose to stay at the bedside. Someone must care for the nation's sick.

13. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

There should not be so much pressure put on nursing educators to graduate students. Attrition is higher than in other programs because nurses deal with life and death. Students often do not have the maturity, knowledge, skills, or other qualifications for this type of responsibility.

There should not be a comparison of nursing board scores with other programs as the exams are written to test minimum competencies only.

Since the cost of nursing programs is higher than other programs, funding alternatives should be explored. Nursing educators need to be able to provide quality education to insure the quality of nursing graduates.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Howard Community College

PROGRAM TITLE: Vision Care Technology (Statewide)

PROGRAM HEGIS NUMBER: 5212-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

Enrollment in this, and similar programs, is the result of several elements. One set of factors relates to the employment field itself. This is an occupation which does not have a high visibility in the community and it takes much to make people aware of the field and the particulars of the various specialties within it.

Second, there is no certification requirement for employment in this field in the State of Maryland.

Third, while entering salaries are compatible with the need for a year of education, the salaries are proportionately low in comparison to other technologies.

A final factor is that, while optometrists are eager to employ the graduates of the certificate program, they in turn do not require their employees to seek the additional education provided by the program.

2. What is the minimum number of students needed to offer a successful program?

Since the program has been converted to a certificate program, the attrition has become much more acceptable. It is judged that a successful program would operate with an enrollment of students in the major courses of about 15 in the Fall semester and 10 in the Spring semester.

3. What action has the College taken to promote the statewide status of this program to neighboring counties?

The admissions office conducts a variety of activities to promote the program statewide as well as within Howard County. These activities include:

- o Participation in numerous in-county and out-of-county college and career fairs.

- o Visits and provision of information to selected county and out-of-county high schools, including meeting with guidance counselors.
- o Mailing information regarding the Vision Care program to out-of-county high schools, career centers, health care facilities, and military education centers.
- o Visits to selected military facilities.
- o Individual responses to inquiries from interested students, businesses, and others regarding the program.
- o Referral of all serious inquiries to program faculty.

4. What factors account for the low placement of students in full-time jobs related to their field of training?

The discussion in response to question #1 addresses this concern, in part. The range of placement percentages is 67-100 percent, which is quite acceptable. If some of these graduates are not employed full-time, but rather part-time, it is probably related to their family responsibilities. A high percentage of students are in the more mature age range and are involved in family responsibilities.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

There are several methods by which contact is maintained with actual or potential employers. In 1981 and 1985, a comprehensive survey was sent to area employers, whether or not they had hired our graduates. Over 200 such offices or agencies were reached by this method.

As the result of input from this and other sources, there have been two major curriculum revisions since 1981. The first of these occurred when the program was changed from an AA degree program to a one-year certificate. The second revision occurred two years ago and was a result of input from faculty, students, graduates, employers, and those on the advisory committee. Implementation is viewed as a positive step and has resulted in a program which more strongly ensures employable skills at exit time.

Additional contact occurs when employers call in search of graduates.

The advisory committee meets twice a year and its chairman also serves as a consultant to the program over the year.

Committee members include graduates, employers, and representatives from the high school counselors and Employment and Training. Each of these people serves a particular role and contributes meaningfully to the group and the program. The majority of members are practicing optometrists and they continue to hire our graduates, seeking to hire many more than we can supply.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
Enrolled full-time	9	11	13	31	16	9
Finished Vision Care courses	7	9	9	23	12	7
Awards	4	3	5	13	12	5
Placement in field	6	6	8	18	12	6
Changed plans	1	3	1	5		1*

* Continued in school.

While enrollment has fluctuated over the past six years, retention and related placement have remained acceptable. Between 69 percent and 82 percent of the full-time enrollees complete the Vision Care classes.

Awarded certificates range from 27 percent to 75 percent with a mean of 47 percent. The placement of class completers ranges from 67-100 percent, while placement of graduates is 100 percent. Some students obtain employment without the formal certificate.

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

Two major curriculum revisions were completed and implemented since 1981. Both changes contributed to the cohesion and efficiency of the program and, in turn, to the quality of the graduates. With the decrease in time required to complete the program, the retention rate has improved.

More pointed efforts in marketing and recruiting have also occurred since the previous citing. Although this has not always been successful, there have been a few years of large enrollment and several years of modest enrollment. This is the area in which our efforts will continue to be directed.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

We judge the program quality to be excellent.

9. What action(s) does the College plan to take to address the above issues?

Several categories of action are in process. A marketing plan has been developed in conjunction with the PR office. Several items mentioned by the advisory committee at its last meeting will be added to the plan and will be implemented this year.

In order to routinely revise content to meet the current field requirements, we plan to do a survey of area optometrists every two years. This will also allow us to keep them informed of the program. We also will seek to become a part of the Greater Baltimore Optometric Association and have a representative of the group on our committee.

Plans are under way to develop a format of courses for those currently employed, but untrained. The time frame may be condensed and the site matched to needs of the employers.

10. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The Vision Care program serves the optometric/ophthalmic community in a real manner, and we believe that the program should definitely be continued. There is a job market that far exceeds our ability to provide graduates at this time. The planned addition of evening classes in the future would better serve the working para-optometric.

The program also serves the public community. During Save Your Vision Week each year, free vision screening is provided to the college community and the community at large. Free screening has been done at Jessup correctional institution, students have participated in a geriatric study involving visual motor skills, and several continuing education sessions have been held for the students, graduates, and the area para-optometrists.

In conclusion, we believe the Vision Care program is a high quality program which meets a community need. We believe that implementation of the planned recruiting and marketing activities will have a positive effect on enrollment. However, we do not believe that such efforts can be relaxed or remain static, no matter what the enrollment.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to submit a copy of its proposed marketing plan for the Vision Care Technology program to the SBCC by June 30, 1988.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Howard Community College

PROGRAM TITLE: Biomedical Engineering Technology (Statewide)

PROGRAM HEGIS NUMBER: 5399-02

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

There are a number of factors that account for the declining enrollment in this program. Potential students do not know about either the existence of the career itself or the program at Howard Community College. In addition, there are fewer students entering health related career fields.

2. At what level does the College expect the enrollment to stabilize?

The College has three goals for enrollment. An ideal enrollment would be 30 entering students per year with 15 graduates. Realistic numbers would be 20 entering students per year with 10 graduates, while acceptable numbers could be as low as 16 entering and eight graduating students.

3. What action has the College taken to promote the statewide status of this program to neighboring counties?

The College has promoted the statewide status of this program by attending college fairs in neighboring counties and distributing posters which describe the program in conjunction with normal admission activities.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Employers of graduate students are members of the advisory committee.

Although there has not been an official meeting of the committee in the past year, there have been a number of formal contacts made. Some committee members are employed as adjunct faculty teaching courses in the program, others are contacted when there is a need for instructors or a need for employing graduates.

Many letters are received each year from both employers and former graduates concerning employment possibilities for current students.

There will be a formal advisory committee meeting in this academic year. The informal contacts have not recommended any changes in the curriculum.

The new State requirements may require some changes in the general education requirements for the degree program. Employers, some of whom are members of the advisory committee, currently cannot fill openings in their organizations. Statewide, there is an extreme need for graduates of this program.

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

	<u>1981 Grads</u>	<u>1982 Entrants</u>	<u>1985 Grads</u>	<u>1986 Grads</u>
Number of respondents	2	4	5	5
Response rate	67%	67%	45%	71%
Full-time job:				
Directly related	50%		40%	
Somewhat related		25%	40%	60%
Not related		25%	20%	
Part-time job	50%	25%		20%
Transferred, not employed				
Seeking work, not employed				
Military,				
home responsibilities, other		25%		
Transferred,				
regardless of employer	50%	0%	20%	40%
Achieved personal goal	50%	100%	80%	100%
Satisfied with instructor				
in program	100%	75%	80%	100%
Among full-time employees:				
Median annual salary	\$18,000	NA	\$18,850	\$17,200
Began new job after college	100%	50%	100%	100%
Satisfied				
with employment preparation	100%	NA	60%	100%

6. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

The discipline cost per credit hour is higher in this program than the average discipline cost per credit hour at the College because of the equipment costs required for the lab courses. It should be noted that no new capital equipment has been purchased in the past three to five years. Used equipment, which usually does not contain current technology, has been donated to the College for use in the program.

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

Action carried out by the College, as a result of the qualitative evaluation several years ago, was the initiation of an increase in recruitment by the admissions office. Because of other priorities, the level of involvement was not at the level required to cause an identifiable increase in enrollment in the program. There have been a number of recent changes made in the admissions office and the College has now increased its level of recruitment in the program.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is excellent. This statement is justified by the fact that the program has an excellent reputation and employers continually seek graduates to employ in their businesses.

9. What action(s) does the College plan to take to address the above issues?

The following actions, which will be taken by the College, address the above issues and may lead to an increase in the enrollment in the program.

- o There will continue to be a distribution of materials indicating the existence of the program.
- o A plan of action will be developed which will target specific groups and then these groups will be contacted. A statistical analysis will determine if this plan of action has increased the number of students enrolled in the program.

Page 4
Biomedical Engineering Technology (Statewide)
Howard Community College

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to intensify its marketing and recruiting efforts and to promote more vigorously the statewide status of this program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Howard Community College

PROGRAM TITLE: Plant Science

PROGRAM HEGIS NUMBER: 5402-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

There is presently good enrollment in the Plant Science program. Twenty-four students are enrolled as part-time students seeking a Plant Science certificate. Ten students in the introductory course, PT 101, have indicated that they are seeking a Plant Science certificate. Four students received a Plant Science certificate this semester.

2. What is the minimum number of students needed to offer a successful program?

The minimum number of certificate seeking students needed to offer a successful Plant Science program is estimated to be 15-20. Course enrollment is aided by the fact that there are additional students who enroll in individual courses without seeking a certificate.

3. What factors account for the low number of awards in this program?

There are a low number of awards in this program due to the following:

- o 100 percent of the 24 certificate seeking students are part-time students.
- o Approximately 50 percent of the students enrolled in Plant Science courses are not certificate-seeking.

4. What does the College consider to be a minimum number of awards for a successful program?

The College does not consider the number of awards to be a major factor in the success of the program. More significant is adequate enrollment in Plant Science courses and student satisfaction with these courses.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The advisory board includes two nursery owners and one grounds maintenance owner who employ graduates of the program. Communication with these individuals over the last year has been on an informal basis and they have not recommended changes in the program. A formal plant science advisory board meeting is planned for January 1988.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

The following are responses of 26 part-time students enrolled in the Fall 1987 Plant Science courses:

	<u>Number</u>
Seeking a Plant Science certificate:	
Yes	12
No	13
Maybe	1
Reasons for taking Plant Science courses:	
Work related	19
Seeking four-year horticulture degree	2
Homeowner, general interest	5
Found courses useful for personal goals:	
Yes	26
No	0
Plan to take additional Plant Science courses at HCC:	
Yes	20
No	1
Not sure	5

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

The College surveyed students, faculty, and employers regarding their opinion of the effectiveness of the program and possible suggestions for improvement. The quality of the courses was judged to be high. The major problem was thought to be recruitment. In response to this, the College has since been utilizing publicity fliers which are mailed and distributed to garden centers, landscaping companies, etc. to attract plant science workers as well as interested homeowners. This technique has helped maintain enrollment in Plant Science courses.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is a high quality program in terms of satisfaction expressed by students and the excellent course preparation provided by the instructors.

9. What action(s) does the College plan to take to address the above issues?

The College would like to continue the Plant Science program. Working with the advisory board, the College will pursue more effective recruitment tools and additional course offerings.

10. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

From survey/discussion with students and employers, there is a need to continue the Plant Science program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Active program advisory committees are critically important in keeping occupational programs healthy and responsive to community needs. The College is encouraged to establish a formal Plant Science advisory committee and to work closely with that committee in planning future directions the program should take.

PROGRAM EVALUATION REPORT
1987

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Nursing, Registered**

PROGRAM HEGIS NUMBER: **5208-01**

LEVEL OF AWARD: **AA**

1. What factors account for the declining enrollment in this program?

The first decline in our Nursing program enrollments became evident in the Fall semester 1987. We only enrolled 74 students in our entering class. This number is 77 percent of the desired number for each entering class.

Probable contributing factors include:

- o Decline in numbers of high school graduates in Montgomery County.
- o Increase in the number of different fields open to and encouraged for women today. All women entering the workforce are no longer expected to be nurses, teachers, or secretaries.
- o Low salaries for nurses, particularly in upper level positions as opposed to entry levels.
- o Hours are not as inviting as other fields; evenings, nights, weekends, holidays require almost equal coverage.
- o Acuity of most hospitalized patients and subsequent stress associated with constant overloaded assignments of this nature.
- o Emphasis in media on infectious diseases in many hospitalized patients, particularly AIDS.
- o Concerns over educational requirements for registered nurse licensure (associate degree vs. baccalaureate degree).
- o Low unemployment rate in Montgomery County which is approximately 2.3 percent at the present time.

Many of the above situations have led nurses to speak discouragingly about the nursing profession, resulting in a negative impact on nursing recruitment.

2. At what level does the College expect the enrollment to stabilize?

Within two or three years, we anticipate our entering class enrollments to be approximately 100 percent of expected enrollment, or 96 students. Other institutions have increased their enrollments following an initial decline.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Most contacts with employers have been for other purposes, such as planning clinical experiences, recruiting efforts on their part, and coincidentally, at professional meetings. There has been no question whatsoever about the need for the program and no specific recommendations regarding the curriculum have been made. In fact, in the past, questions have been raised by the advisory committee regarding the limited number of students which we admit each year. The advisory committee has met one time during the past year. No specific changes or revisions were suggested by the committee.

The program advisory committee is comprised of eight members from employing agencies and agencies where students have their clinical experience; one member from potential employers; two alumnae; and one educator.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program quality is excellent as evidenced by comments from employers. Area hospitals like having our students and actively seek our graduates for employment. The annual Student Information day held each year is well attended and invitations are sought.

Graduates do well on the licensure examination. Many return to the college to say how well prepared they are for employment.

5. What action(s) does the College plan to take to address the above issues?

- o Increased marketing efforts through use of a newly-made video tape which will be shown on the College's cable TV channel, including internal College usage directed toward students with undecided majors.

- o Actively recruiting in high schools and other community groups where there may be prospective students. Maintain close contact with high school counsellors and career information assistants through active involvement on the health occupations advisory committee.
 - o Encourage prospective employers to recruit, among their employees.
 - o Involve alumna and students in recruiting efforts.
 - o Attempt to increase retention through special programs and efforts to supplement the regular instruction.
6. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

Our situation is very comparable to the national situation. It is a large metropolitan area with a very transient population.

The community college has always had a special appeal to the nontraditional student. It is likely that this source of student will be less available due to changing work patterns of women. Fewer and fewer are interrupting or delaying their careers for marriage and childbearing; however, career changes are more prevalent.

7. What recommendations can you suggest to turn this situation around?
- o Increased marketing on our part, including the recruitment of disadvantaged students that with prior remediation can be successful in the nursing program.
 - o Improved salaries and working conditions for registered nurses.
 - o Settlement of controversy over entry level into nursing (associate vs. baccalaureate).
 - o State and federal support for nursing education programs and for nursing students.
 - o Encouraging employing institutions to provide scholarships.

8. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

To our best knowledge, satisfactorily. It would seem rather early to even evaluate very comprehensively, much less recommend changes at this time. Transition and credit courses are offered on the Takoma Park Campus by the University of Maryland and have attracted adequate enrollments.

9. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Keep the associate degree nurse as the basic registered nurse, prepared for bedside nursing.

10. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

- o Assist with marketing (conscience raising) throughout the State.
- o Help find public funds to assist with nursing education (tuition scholarship with a payback within the State).
- o Encourage federal support of nursing education.
- o Additional funding to improve child care services, e.g. additional locations and extended hours.
- o Support from the Cost Review Commission for restructuring the salary scale for nurses.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Montgomery College

PROGRAM TITLE: Medical Assistant (Statewide)

PROGRAM HEGIS NUMBER: 5214-01

LEVEL OF AWARD: AA and Certificate

1. What factors account for the declining enrollment in this program?

- o There are greater opportunities for scholastically able students to pursue more financially rewarding careers. Many of these careers require little or no college preparation. In addition, opportunities for the capable student in accounting, business administration, pharmacy, nursing and medicine are now within the financial reach of many students in two-income families.
- o There is currently a severe shortage of medical office assistants in the metropolitan area. The physicians are not requiring program completion or certification for employment. Physicians are offering on-the-job training in order to fill their immediate staff needs.
- o Many high school students perceive medical assisting as too gender specific.
- o In the last four years, few people returning to the workforce have sought admission to the medical assistant program. Some general education students enroll in those courses which will provide entry level competencies for medical office employment.
- o The pool of people in the labor force is shrinking and more establishments are competing for entry level employees.
- o There are now several high school level medical assistant programs in Prince George's County and one in Howard County.

2. At what level does the College expect the enrollment to stabilize?

It is difficult to predict what the level of stabilization will be based upon the present shortage of medical office assistants. The enrollment of full-time students probably will remain close to the present level.

It is expected that the enrollment of part-time students should increase modestly as the employer and employee see the need for formal education and training in some aspects of the job which are too time consuming to teach/learn on the job.

3. What action has the College taken to promote the statewide status of this program to neighboring counties?

A letter was sent to each county school system in the State providing information about the program and its statewide status. In addition, the program coordinator contacted career technicians in the public high schools of Howard and Prince George's Counties. Also, the private high schools in Western Prince George's County were contacted. Upon invitation, the program coordinator visited classes in various schools.

The statewide status is published in the College catalog.

4. What factors account for the low placement of students in full-time jobs related to their field of training?

The program coordinator disagrees that there is a low placement of graduates in full-time jobs related to their field of training. The career title "medical assistant" covers all job descriptions in the medical office except physician, nurse, physical therapist, or other specialized medical care provider.

The medical assistant is trained in administrative/secretarial duties, clinical duties and laboratory duties. Based upon the follow-up studies conducted by the program coordinator, there is a high placement of graduates in their field of training. Whether they are full-time or part-time would be their personal choice. Presently, there is a critical shortage of medical office assistants in our geographic area and, therefore, many configurations of employment work hour patterns have emerged.

5. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

medical assistant (generalist)
medical assistant (clinical)
medical assistant (front office)
office manager
receptionist/transcriptionist

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Frequent telephone and office visit conversations take place each year with employers and potential employers. The Montgomery College program is held in high esteem and the graduates are eagerly employed and retained in employment.

Discussions are held each year to validate our course content in an effort to cover the changing needs of the medical office employee. There has been no indication from the employing community that the program is not needed. Conversely, many calls are received each month to establish the office's need and preference for one of Montgomery College's graduates. The physicians and office managers report to the program coordinator that they train on the job "if they must."

The advisory committee meets twice each year.

In view of the fact that employers are hiring students without program completion, the committee recommended that the certificate program be cut to no more than 30 credit hours and the degree program to no more than 60 credit hours. In addition, the committee recommended promoting the programs as equally effective if taken full- or part-time. In this way, those persons who need to work might complete an entire program.

Each member of the advisory committee has either employed or worked with our program students and/or graduates.

7. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

It is difficult to accept that the discipline cost per credit hour is higher than the discipline cost per credit hour statewide since all of the faculty teaching in the program are associated with other disciplines as well as medical assisting. Some of the classes have been small in some of the program areas during the immediate past and present academic years. Otherwise, no special costs have been incurred for supplies or equipment.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

We believe the quality of our program is excellent. This belief is based upon the eager acceptance of our graduates as medical office employees, follow-up surveys of our graduates, and advisory committee evaluations.

The programs have national accreditation by the Committee on Allied Health Education and Accreditation for the American Medical Association in cooperation with the American Association of Medical Assistants. This accreditation is without qualification.

9. What action(s) does the College plan to take to address the above issues?

The degree and certificate programs are in the process of revision to reduce the credit hours required for completion. This will be done with input from the advisory committee, employers and/or former employers of graduates and with graduates themselves. The program content will include adequate competencies needed for entry-level employment. The courses will be sequenced to enable the part-time, employed student to accept greater responsibilities in medical office employment as they progress through the course work.

In addition to curriculum revision, recruiting in the high school education departments will be expanded. All other recruiting activities used in the past will be continued.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to continue to expand its recruiting efforts and to market the statewide status of the program more vigorously.

The College is also urged to complete the planned curriculum revisions as soon as possible. A restructuring of the program such as suggested in questions #4 and #9 would make the program available to a wider number of students and may lead to the desired increases in enrollment needed to efficiently operate the program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Montgomery College

PROGRAM TITLE: Corrections

PROGRAM HEGIS NUMBER: 5505-02

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

The Corrections certificate was originally designed to further professional competence of personnel employed in the correctional field. The certificate is no longer recognized by Montgomery County, the State, or Federal Corrections Department; therefore students are no longer attracted to the certificate level program.

We have started the necessary action to cancel this program.

2. What is the minimum number of students needed to offer a successful program?

The College attempts to maintain a student/faculty ratio of 20:1; however for certificate programs where the courses are also required in other program areas or can be selected as elective courses, that ratio is not appropriate. Final decisions on minimum number of students are related to the need for the program within the community and support for the program.

3. What factors account for the low number of awards in this program?

Students are selecting an associate degree program in law enforcement or in an area for transfer to a four-year institution.

4. What does the College consider to be a minimum number of awards for a successful program?

The College has never considered the number of awards as a sole factor for any program. A student taking one course or completing the certificate that meets that student's needs is considered a completer. Certificates must be available for those who desire that level of training.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The criminal justice advisory committee meets twice yearly to discuss program issues. The last meeting in April 1987 was devoted to a review of all programs in the criminal justice area. Although abolishment of this certificate was not specifically addressed, general recommendations for correctional course offerings referred to the trends for less specialization and more transferability to four-year programs. All members of the advisory committee represent agencies that employ graduates of our programs and employ students prior to graduation in internship programs.

6. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

Due to the low enrollment in this certificate, no further data are available. It appears from the enrollment in the program that very few students continued enrollment but were enrolling for specific courses that relate to this work.

7. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

The major action taken since the last evaluation has been an assessment of all criminal justice programs by the faculty. That assessment included surveys of employers and advisory committee members to determine the advisability of continuing the program, and also the changes needed in other program areas. That internal evaluation is nearing completion and will include the recommendation to discontinue this certificate.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program offerings has been satisfactory, but as stated above, students are more interested in proceeding towards a transfer program at a four-year college.

9. What action(s) does the College plan to take to address the above issues?

Action is now in process to recommend discontinuance.

10. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

The program no longer meets the needs of the area and is being recommended for discontinuance.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to develop and submit to the State Board for Community Colleges a proposal for discontinuance of the Corrections program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Prince George's Community College

PROGRAM TITLE: Engineering Transfer Area

PROGRAM HEGIS NUMBER: 4940-01

LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

The 1982 evaluation demonstrated that many of the declared majors were not in fact Engineering Transfer students. Improved advisement and overall College declining enrollment account for the amount of decline in this program.

2. At what level does the College expect the enrollment to stabilize?

It is believed that the number of majors is now relatively stable. While there is a need for engineers, there is a decline in students with the math and science interest and backgrounds. The recruitment programs of the College marketing plan address the issues of information and advisement at an earlier stage of the students' academic career and should assist in keeping the enrollment up.

3. What factors account for an enrollment-to-awards ratio that is more than twice the State average?

The program confers fewer awards because the requirements for an AA have a different course mix than those for a BS at local colleges.

4. Does the Engineering transfer program at the College require courses not generally needed for the bachelor's engineering degree? If yes, list the courses. What consideration has the College given to changing the curriculum so that all AA course requirements would be applicable to the BS?

The College requires three hours of English and two hours of physical education for an AA not required by the University of Maryland for an Engineering BS degree. The overall English composition requirement of six hours is collegewide for all AA awards and is central to our mission of providing a well-rounded, strong degree that prepares our students to succeed in further studies and work.

5. Of those students in good standing in the College's Engineering transfer program in 1985-86, approximately how many were denied transfer into the University of Maryland's bachelor's engineering program in Fall 1986? Were these students successful in transferring to other institutions in Maryland or out-of-state?

The College does not have information on transfer denials. However, we have ascertained that, although there were only twelve awards given in FY 1986 in Engineering Transfer, 39 of the Engineering Transfer students who were enrolled at Prince George's Community College in the Fall 1985 semester were enrolled in Maryland public four-year colleges and universities in 1986 and 29 of those were enrolled in Engineering BS programs.

6. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

The previous evaluation was most concerned about the number of students in the Engineering Transfer program who receive the AA degree. There have been several steps taken to try to increase the percentage of students who get the degree.

The engineering faculty encourage the students to complete as much work here as possible and to also file for the degree. An additional sophomore course has been added so that students can obtain more of the courses they will need at the University of Maryland before they transfer there. The degree requirements have been made a little less restrictive and more realistic by now allowing students to select any two sophomore engineering courses instead of requiring them to take specific courses.

Additionally, the co-op program has been developed for our students. Even with these steps, the great majority of our students still transfer without getting the AA. The additional English and physical education courses the school requires for the AA but which the University of Maryland does not require for a BS in engineering influences students; but even among those who have completed all the degree requirements, many just never bother to get the AA. The students realize that the BS is the lowest recognized degree for engineering. The Accrediting Board for Engineering and Technologies accredits engineering technology programs at the AA degree level but will accredit academic engineering programs only at the four-year BS level.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program is meeting the needs of the students. Except for a few of the discipline specific sophomore engineering courses, students can now obtain all of the courses of the equivalent freshman and sophomore years at the University of Maryland.

For students who lack the math or other prerequisites to enter the program directly, there are many preparatory courses and support services. During the past year an extensively revised tutoring program to specifically support chemistry and pre-calculus mathematics has been implemented.

The majority of students are quite satisfied with the program. Many have stated that they would like to be able to continue at the College rather than transfer for the junior and senior years.

8. What action(s) does the College plan to take to address the above issues?

The instructors will continue to suggest that students qualify for and apply for the AA degree, even though all concerned recognize the limited value of it to engineering students.

An active cooperative education program will be continued to work to place students in compatible job situations.

A student recruitment program in which engineering instructors from the College visit county high schools to speak to junior and senior math students is being continued.

There have been several special science, technology, and engineering presentations at the College with more planned for this Spring.

Articulation programs with four-year engineering schools are being expanded.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to work closely with the principal senior institutions to which Engineering students transfer to minimize the number of credits lost in the transfer process.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Prince George's Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the low enrollment in this program?

The following factors are thought to contribute to declining enrollment:

- o Increased educational opportunities for women, as nursing has been a predominantly female career.
- o Shift in demographics with fewer high school graduates interested in nursing per se.
- o Decreased quality of educational preparation of those interested in nursing, resulting in "routing" to supplementary educational course, i.e., developmental studies, etc.
- o Lack of a specific marketing of the program to the older nontraditional student.
- o Absence of offering nursing courses in nontraditional class hours.

2. What is the minimum number of students needed to offer a successful program?

Enrollment of approximately 30 students in each major nursing course or a total of 20 students would be the minimum number.

3. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The nursing curriculum is prescribed by the Maryland Board of Nursing and is part of the statewide articulation model; therefore changes and revisions to the curriculum are limited in scope.

Viability of the curriculum with regard to the updating of procedures, etc. can and does occur formally and informally. All full-time clinical instructors maintain positive, cooperative contacts with appropriate agency personnel and these contacts have served as conduits for the curriculum modifications mentioned above.

The nursing advisory committee met the newly appointed associate dean of health technology in October and a Spring advisory meeting is planned. On the average, two advisory meetings an academic year are held.

The members of the advisory committee are either the chief executive nursing officer or the nursing recruitment officer of area health care agencies, which have employed graduates of the nursing program.

4. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Program quality can be considered to be excellent based on the following outcome measures:

- o Percentage of students passing NCLEX on the first try.
- o Feedback from employers on the quality of work performance by graduates. In addition, the program has a well-prepared faculty and has obtained full eight-year specialized accreditation from the NLN and full five-year approval from the Maryland Board of Nursing.

5. What action(s) does the College plan to take to address the above issues?

- o The major issue is declining enrollment. The College has increased its marketing of the nursing program. The nursing faculty are exploring ways to become more involved in actual recruitment and possibly offering nursing courses in nontraditional class times.
- o Identify and target other types of students to offset the decline in high school graduates.
- o Participate in divisional marketing strategies.
- o Implement a sizable federal grant specifically addressing the learning styles and study skills of disadvantaged students.

6. Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?

The greater Washington area is experiencing severe nursing shortages that mirror those of the State. The major factors are that patients in hospitals are older, sicker and discharged earlier than what was characteristic of the population 10 years ago. This means the general duty hospital nurse has a heavier work load than what was present in the past. The rate of pay/compensation has not quite kept up with other less strenuous careers. Health care agencies are addressing these factors by increasing rates of pay, flexible scheduling and "cafeteria" benefits from which nurses may choose those of interest to them.

7. What recommendations can you suggest to turn this situation around?

The nursing shortage is being addressed by a variety of national, State and local groups. The nursing faculty support the broad concepts of increased pay, variable benefits and flexible time schedules.

In all nursing courses, the intangible benefits of helping others is stressed.

8. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

Too little time has passed to adequately evaluate the implementations of the articulation model for our College. The concept is a sound one and we expect future data will support it more fully.

9. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

The ADN program is an educationally sound program that continues to meet the nursing needs of the community. Nursing programs need to be supported professionally, educationally, and financially to see that the people of Maryland have registered licensed personnel caring for them.

10. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

- o Specific recruitment activities should be directed toward the older, nontraditional student who is probably married, has children and is working in a job or career that is not particularly satisfying. The community college nursing educators should be encouraged to explore alternative teaching and clinical assignment times to accommodate this type of student, with accompanying adjustments in required on-campus times (daytime hours vs. teaching on Saturdays or in the evenings).
- o Develop a "Madison Avenue" type of "return to nursing" advertisement for RNs who are not currently working.
- o Provide refresher courses for RNs not currently working as nurses, with funds similar to those of the Manpower Act of the late 1960s-early 1970s to underwrite those courses, which could be carried out between the community college and local hospitals.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Prince George's Community College

PROGRAM TITLE: Medical Records Technology (Statewide)

PROGRAM HEGIS NUMBER: 5213-01

LEVEL OF AWARD: AA

1. What factors account for the declining full-time enrollment in this program?

Over the past three years, enrollment has been stable and is expected to remain so.

2. At what level does the College expect the full-time enrollment to stabilize?

Full-time enrollment is expected to stabilize at its current level.

3. What action has the College taken to promote the statewide status of this program to neighboring counties?

The College has created a marketing committee to reach prospective students in Prince George's and adjacent counties. In addition, the recruitment efforts of the Division of Health Technology has intensified over the past few years.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

There is contact with directors of medical records of 6-10 regional hospitals each semester in the course of supervising clinical affiliations.

The advisory committee has met annually and is composed exclusively of members with administrative staff positions in the medical records field.

At the most recent meeting of the advisory committee, November 1987, it was suggested that recruitment of students be directed at hospital employees seeking career advancement, rather than new high school graduates. Strong interest was expressed in the continuation and expansion of the program due to the increased demand for medical record technicians.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?

The Medical Records program has been involved in determining the best time to offer the occupational core courses. Experimentation with nontraditional class hours continues.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

Based on student comments and employer surveys, the program is considered excellent.

7. What action(s) does the College plan to take to address the above issues?

Curriculum will be continually evaluated and updated to meet the needs of the rapidly changing medical records field, in light of new federal and State regulations. Class schedules will be adjusted to meet student needs, i.e., creative scheduling of classes.

SBCC STAFF RECOMMENDATIONS/COMMENTS

While part-time enrollments in the program have remained relatively stable, enrollments by full-time students have decreased from 19 in 1984 to eight in 1986. While the program is of high quality, cost considerations may make it difficult to sustain if enrollments continue to decline. The College is encouraged to explore the creative scheduling of classes (Question #7) to better accommodate the needs of workers already employed by hospitals. Making the program available to a wider range of students may lead to the increased enrollments needed to efficiently operate the program.

**PROGRAM EVALUATION REPORT
1987**

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Hotel-Motel-Restaurant Management (Statewide)

PROGRAM HEGIS NUMBER: 5010-01

LEVEL OF AWARD: AA and Certificate

1. What factors account for the low enrollment in this program?

Until this current academic year when enrollments increased, the following factors contributed in varying degrees to the low enrollments.

- o Lack of a kitchen laboratory at the program site.
- o Teaching style was primarily lecture and discussion rather than hands-on and competency-based instruction.
- o Lack of aggressive recruitment in the high schools.
- o The courses for this program are offered only in the day.
- o Potential students elect to enter the hospitality job market without a postsecondary education because of the ease of obtaining entry-level management jobs.
- o Unsatisfactory initial job experiences in the hospitality industry in this region due to a depressed labor pool.
- o Greater monetary rewards are realized in other fields of study.
- o Programs based in Worcester County require long commutes by district residents.

2. What is the minimum number of students needed to offer a successful program?

Considering a program of competency-based training with as much hands-on activities as possible, classes of at least ten students would be desirable.

3. What action has the College taken to promote the statewide status of this program to neighboring counties?

Actions focused on promoting this program to neighboring counties have included attending college fairs and college nights, visits to area vocational-technical schools, and media articles and advertisements.

4. What factors account for the low number of awards in this program?

- o Low enrollments in the curriculum.
- o Disenchantment with the hospitality industry following the often hectic Summer resort season.
- o Ease of obtaining an entry-level management job without a degree.
- o A lecture-discussion teaching format offered to students who are better served by competency-based education.

5. What does the College consider to be a minimum number of awards for a successful program?

As long as this program meets the needs of the students and the hospitality industry, the number of awards should not be a criterion for success. Many of the hotel-motel-restaurant management students are employed on a full-time basis. With no degree or certificate requirements as a condition for job placement or advancement, these students set personal goals more focused on developing specific skills. The achievement of these personal goals should be the criterion for judging program success.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

- o Attended all of the Winter meetings of the Ocean City Hotel-Motel-Restaurant Association.
- o Conducted individual meetings with most of the members of the program advisory committee, where future program needs and curriculum were discussed.

- o Conducted a number of formal and informal discussions with employers in the process of creating daily course content.
- o Maintain current knowledge of industry needs by thoroughly reading national and regional trade publications.

The program advisory committee met twice in the past year. The committee encouraged the development of a kitchen laboratory, endorsed the concept of competency-based education, and endorsed curriculum changes. In addition, the committee members allowed videotaping of their establishments, to be used later in classrooms when applicable.

Presently, there are no graduates working for members of the program advisory committee, but there have been a number of instances where students have been employed by a committee member while attending school.

7. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display, salary data are not required.

	<u>Graduates</u>
Number of Respondents	15
Response Rate	38%
Full-time job, directly related	13%
Full-time job, somewhat related	27%
Full-time job, not related	13%
Part-time job	20%
Transferred, not employed	7%
Seeking work, not employed	13%
Military, home responsibilities, other	7%
Total	100%
Transferred, regardless of employment	13%
Achieved personal goal	87%
Satisfied with instruction in program	100%

- * The survey represents graduates entering the program in 1980 or later.

8. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

The primary factors which cause the high discipline cost per credit are low enrollment and high faculty cost. In order to hire a Hotel-Motel-Restaurant Management professional, an institution must pay a competitive salary. Costs are expected to level off at a more acceptable figure when facility and equipment upgrading is completed and enrollments increase.

9. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The present quality of the program is satisfactory with every indication that the program should attain the excellent level in the near future.

10. What action(s) does the College plan to take to address the above issues?

- o Continue to develop a kitchen laboratory.
- o Continue to provide state-of-the-art computerized programs typically found in hotels, motels, and restaurants.
- o Continue in the belief that both hands-on training and competency-based education provide the best means of maximizing the student's educational experience.
- o Research the possibility of offering a select number of courses as night classes in Wicomico County.
- o Continue to improve our utilization of the human and physical resources offered in this two-county area.
- o Research the possibility of a more controlled related field experience, with the ultimate goal being a more successful initial job experience in the industry.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote vigorously the statewide status of the program and to work with cooperative education employers to ensure that the students have a satisfying field experience.

PROGRAM EVALUATION REPORT
1987

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Nursing, Registered (Statewide)

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The primary formal contacts with employers regarding the curriculum and the need for the program take place through the program advisory committee. There are frequent, informal contacts when we request clinical laboratory experience at health care agencies, when agencies request references on students and graduates, and at professional meetings. In 1987, four employers of nurses initiated contact for the express purpose of recruiting our students.

The advisory committee met twice in the 1986-87 school year. The committee recommended curriculum changes to unify the biology courses to add college-level math to the program. These changes have now been approved by the Maryland Board of Nursing and are ready for implementation in the coming school year. Twelve of the 19 advisory committee members are from organizations that employ graduates of the program.

2. What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?

Several factors influence relatively high discipline costs. The nursing department serves the entire Eastern Shore from a location in Cambridge. The location of the program away from the majority of the College offerings causes some additional costs to be incurred. The additional expenses include faculty travel to the widely dispersed clinical facilities; extra library materials and audiovisual equipment; and relatively small classes in the related biological sciences. Recently large amounts of new equipment were purchased for the nursing department from grant monies. The special purchases contributed to the spike in the discipline costs.

3. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the program is judged to be excellent by several measures. Employers report high satisfaction with program graduates. Program graduates have consistently performed very well on the licensure examination.

4. **What action(s) does the College plan to take to address the above issues?**

Nursing education is a high cost educational program by design and regulatory board standards. The College, however, will continue to attempt to hold costs down by maximizing student enrollments in nursing classes, mixing nursing majors and other students in general education classes whenever feasible, and studying other methods of instruction which may assist in reducing costs.

5. **Nursing programs are suffering from a severe decline in enrollment at the very same time that hospitals are reporting a serious nurse shortage. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

The nurse shortage is very real and is of great concern. Young women have more career opportunities today than at any time. Promising young women are actively discouraged from entering what their advisors see as a low status, low paying, traditional "female" occupation. Recruitment of men into nursing falls far short of what it should be. Nurses on the job must care for increasingly ill patients undergoing increasingly complex treatments in a shorter period of time with fewer resources.

6. **What recommendations can you suggest to turn this situation around?**

- o A massive coordinated recruitment effort. Develop a statewide campaign to spotlight the advantages of associate degree nursing programs to the student, employers, and the people of Maryland.
- o Target guidance counselors, as influencers of prospective nursing students, for a concerted information blitz.
- o Develop flexible program schedules to accommodate students with family and job responsibilities.
- o State-funded financial assistance for nontraditional nursing students.

- o Drastic increase in salaries for all nurses who provide direct care to patients.
 - o Improved working conditions, including shift rotations and access to child care.
7. A statewide articulation model was recently implemented in Maryland whereby graduates of associate degree nursing programs can transfer directly into baccalaureate nursing programs. What are your impressions on how this transfer agreement is working; what can be done to improve it?

The transfer agreement has increased the number of program graduates continuing their education. On the whole, the program seems to be working well. Advisement of incoming RNs to the BSN programs continues to be problematic. All groups concerned must continue to monitor the process. The question of what happens to the agreement when changes are made in any of the participating programs has not been addressed; ongoing or periodic review would be important the longer the agreement has been in place.

8. If you were asked to give one piece of advice to your community college colleagues throughout the State on the future development and direction of associate degree nursing, what would that advice be?

Develop career mobility options for LPNs that build on their prior learning.

9. Governor Schaefer recently appointed a task force to study the nursing shortage in Maryland. What actions would you like to see this task force, the State Board for Community Colleges, or other State-level policymakers take to help community college nursing educators?

- o Refer to item 6 for pertinent suggestions.
- o Maintain RN licensure for graduates of AD and diploma programs. Don't make the nurse shortage worse!
- o Upgrade existing PN programs by:
 - promoting PN-ADN articulation;
 - recruiting qualified nursing faculty;
 - encouraging PN programs to contract with community colleges for general education courses;
 - discontinue granting licensure by endorsement to nurses from North Dakota now that some Maryland nurses can no longer be licensed in that state.

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Nursing, Registered (Statewide)
Wor-Wic Tech Community College

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is urged to review the comments and recommendations made in the statewide evaluation of associate degree nursing programs and to implement those recommendations it deems appropriate.